

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	110.23. English Language Arts and Reading, Grade 7						
Publisher	Perfection Learning Corporation						
Program Title	Connections, Grade 7						
Program ISBN	9781531125837						
TEKS %	100.00						
(a) Introduction.							
<p>(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.</p> <p>(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.</p> <p>(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.</p>							
<p>(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.</p> <p>(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).</p> <p>(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).</p> <p>(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.</p>							
(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 and ask clarifying questions that build on others' ideas	(i) listen actively to interpret a message	Student/Teacher	Narrative	9781531126025	474	EG: Listen Actively (Blue runin Head)
			Student/Teacher	Activity	9781531127183	23-24	ConnSB: Roundtable Discussion
			Student/Teacher	Narrative	9781531127183	59	ConnSB: Expectations table, left column
			Student/Teacher	Activity	9781531127183	59-60	ConnSB: Roundtable Discussion
			Student/Teacher	(Drop-down selection)			
			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 and ask clarifying questions that build on others' ideas	(ii) ask clarifying questions that build on others' ideas	Student/Teacher	Narrative	9781531126025	463	EG: Ask clarifying questions
			Student/Teacher	Activity	9781531127183	23-24	ConnSB: Page 24: Under Instructions, see Step 4 questions.
			Student/Teacher	Narrative	9781531126025	463	EG: Summarize what you heard.

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	9781531127183	59-60	ConnSB: Page 60: Under Instructions, see Step 4 questions.
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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 complex oral instructions to perform specific tasks, answer questions, or solve problems	(i) follow complex oral instructions to perform specific tasks, answer questions, or solve problems	Student/Teacher	Narrative	9781531126025	460	EG: Give clear directions
			Student/Teacher	Activity	9781531126025	461	EG: Try It Out
			Student/Teacher	Narrative	9781531127183	407	ConnSB: Last paragraph in "Taking Notes"
			Student/Teacher	Activity	9781531127183	359	ConnSB: See Step 4: Students are expected to listen to and follow the teacher instructions.
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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 complex oral instructions to perform specific tasks, answer questions, or solve problems	(ii) give complex oral instructions to perform specific tasks, answer questions, or solve problems	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	476	EG: Try It Out: Collaborating with a Group
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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) present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively	(i) present a critique of a literary work, film, or dramatic production, 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	9781531127183	76	ConnSB: Literary Analysis
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

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) present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively	(ii) present a critique of a literary work, film, or dramatic production, employing speaking rate 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	Narrative	9781531126025	471	EG: Speaking rate is appropriate
			Student/Teacher	Activity	9781531127183	76	ConnSB: Literary Analysis
			Teacher Only	(Drop-down selection)			
			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) present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively	(iii) present a critique of a literary work, film, or dramatic production, employing volume 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	Narrative	9781531126025	471	EG: Volume is appropriate
			Student/Teacher	Activity	9781531126025	76	EG: Literary Analysis
			Teacher Only	(Drop-down selection)			
			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) present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively	(iv) present a critique of a literary work, film, or dramatic production, employing enunciation 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	9781531126025	471	EG: Verbal Qualities Checklist-Enunciation is clear
			Student/Teacher	Activity	9781531127183	76	ConnSB: Literary Analysis
			Teacher Only	(Drop-down selection)			
			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) present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively	(v) present a critique of a literary work, film, or dramatic production, employing a variety of natural gestures 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	Narrative	9781531126025	471	EG: Gestures are natural
			Student/Teacher	Activity	9781531127183	76	ConnSB: Literary Analysis
			Teacher Only	(Drop-down selection)			
			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) present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively	(v) present a critique of a literary work, film, or dramatic production, employing a variety of natural gestures 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	Narrative	9781531126025	471	EG: Gestures are natural
			Student/Teacher	Activity	9781531127183	76	ConnSB: Literary Analysis
			Teacher Only	(Drop-down selection)			
			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) present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively	(v) present a critique of a literary work, film, or dramatic production, employing a variety of natural gestures 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	Narrative	9781531126025	471	EG: Gestures are natural
			Student/Teacher	Activity	9781531127183	76	ConnSB: Literary Analysis
			Teacher Only	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			

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(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) present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively	(vi) present a critique of a literary work, film, or dramatic production, employing conventions of language 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	9781531126025	471	EG: Appropriate conventions
			Student/Teacher	Activity	9781531127183	76	ConnSB: Literary Analysis
			Teacher Only	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(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) engage in meaningful discourse and provide and accept constructive feedback from others	(i) engage in meaningful discourse	Student/Teacher	Narrative	9781531126025	473	EG: Give and Receive Constructive Feedback head
			Student/Teacher	Activity	9781531127183	209-211	ConnSB: Roundtable Discussion
			Student/Teacher	Narrative	9781531126025	475	EG: Group Decision- Making (Black B_head)
			Student/Teacher	Activity	9781531127183	320-321	ConnSB: Roundtable Discussion
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(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) engage in meaningful discourse and provide and accept constructive feedback from others	(ii) provide constructive feedback	Student/Teacher	Narrative	9781531126025	472	EG: Communicating and Collaborating in Groups (Blue A_head)
			Student/Teacher	Activity	9781531127183	106	ConnSB: First Peer Review
			Student/Teacher	Activity	9781531126025	463	EG: Make comments. (Blue runin Head)
			Student/Teacher	Activity	9781531127183	222	ConnSB: First Peer Review
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(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) engage in meaningful discourse and provide and accept constructive feedback from others	(iii) accept constructive feedback from others	Student/Teacher	Narrative	9781531126025	462	EG: Respond Appropriately (Black B_head)
			Student/Teacher	Activity	9781531127183	330	ConnSB: Draft 1: Group Peer Review
			Student/Teacher	Narrative	9781531126025	463	EG: Summarize what you heard. (Blue runin Head)
			Student/Teacher	Activity	9781531127183	435	ConnSB: First Peer Review
			Student/Teacher	(Drop-down selection)			

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			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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	9781531126025	453	EG: Definitions
			Student/Teacher	Activity	9781531126025	455	EG: Try It Out
			Student/Teacher	Narrative	9781531127183	422-423	ConnSB: pp. 422-423 up to activity
			Student/Teacher	Activity	9781531127183	423-423	ConnSB: pp. 423-424
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(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
			Student/Teacher	Narrative	9781531126025	453	EG: Accent Marks (Blue runin Head)
			Student/Teacher	Activity	9781531129071	385	Skbk: 385_Syllabification and Pronunciation Skills
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(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	453	EG: Partial Pronunciation Key (table)
			Student/Teacher	Activity	9781531129071	385	Skbk: 385_Syllabification and Pronunciation Skills
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(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: Guide Words (Blue runin Head)
			Student/Teacher	Activity	9781531126025	454	EG: Derived words (Blue runin Head)
			Student/Teacher	(Drop-down selection)			

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 selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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	9781531126025	450	EG: Common Suffixes (table)
			Student/Teacher	Activity	9781531129071	384	Skbk: 384, Determining Meaning and Part of Speech
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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 contrast or cause and effect to clarify the meaning of words	(i) use context to clarify the meaning of words	Student/Teacher	Narrative	9781531126025	445	EG: Context Clues (Black B_head)
			Student/Teacher	Activity	9781531127183	16	ConnSB: Table
			Student/Teacher	Narrative	9781531127183	422-423	ConnSB: Language: Determining Word Meaning
			Student/Teacher	Activity	9781531127183	423-424	ConnSB: Prompts & writing space
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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 omni, log/logue, gen, vid/vis, phil, luc, and sens/sent	(i) determine the meaning of grade-level academic English words derived from Greek roots	Student/Teacher	Narrative	9781531127183	20-21	ConnSB: Language: Prefixes, Suffixes, and Root Words
			Student/Teacher	Activity	9781531127183	22	ConnSB: Language: Prefixes, Suffixes, and Root Words
			Student/Teacher	Narrative	9781531126025	449	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	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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 omni, log/logue, gen, vid/vis, phil, luc, and sens/sent	(ii) determine the meaning of grade-level academic English words derived from Latin roots	Student/Teacher	Narrative	9781531127183	20-21	ConnSB: Language: Prefixes, Suffixes, and Root Words

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	9781531127183	22	ConnSB: Language: Prefixes, Suffixes, and Root Words
			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 selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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 omni, log/logue, gen, vid/vis, phil, luc, and sens/sent	(iii) determine the usage of grade-level academic English words derived from Greek roots	Student/Teacher	Narrative	9781531127183	20-21	ConnSB: Language: Prefixes, Suffixes, and Root Words
			Student/Teacher	Activity	9781531127183	22	ConnSB: Language: Prefixes, Suffixes, and Root Words
			Student/Teacher	Narrative	9781531126025	447	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	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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 omni, log/logue, gen, vid/vis, phil, luc, and sens/sent	(iv) determine the usage of grade-level academic English words derived from Latin roots	Student/Teacher	Narrative	9781531127183	20-21	ConnSB: Language: Prefixes, Suffixes, and Root Words
			Student/Teacher	Activity	9781531127183	20-21	ConnSB: Language: Prefixes, Suffixes, and Root Words
			Student/Teacher	Narrative	9781531126025	447	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	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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	9781531126025	420	EG: Set a Purpose for Reading (Black B_head)
			Student/Teacher	Activity	9781531126025	421	EG: Try It Out: Set a Purpose for Reading

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	438	EG: Use the following fix-up strategies when you come to a part of the reading that is hard to understand. (Black D Head)
			Student/Teacher	Activity	9781531126025	426	EG: Try It Out: Previewing a Text
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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	9781531127183	102	ConnSB: Generate Ideas
			Student/Teacher	Narrative	9781531127183	103	ConnSB: Generate Ideas
			Student/Teacher	Activity	9781531127183	58	ConnSB: Digital Presentation
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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	9781531127183	66	ConnSB: First Read: Summarizing Central Ideas
			Student/Teacher	Activity	9781531127183	66-69	ConnSB: First Read: Summarizing Central Ideas
			Student/Teacher	Narrative	9781531127183	350	ConnSB: Third Read: Comparing and Contrasting Historical Fiction and Nonfiction
			Student/Teacher	Activity	9781531127183	342-346 and 350-354	ConnSB: Third Read: Comparing and Contrasting Historical Fiction and Nonfiction
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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 texts	(i) establish purpose for reading assigned texts	Student/Teacher	Narrative	9781531127183	6	ConnSB: Read Reread Read Again
			Student/Teacher	Activity	9781531127183	15	ConnSB: Second Read: Understanding Technical Terms
			Student/Teacher	Narrative	9781531126025	420	EG: Second 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	9781531127183	31	ConnSB: First Read: Analyzing Plot and Conflict
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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 texts	(ii) establish purpose for reading self-selected texts	Student/Teacher	Narrative	9781531127183	6	ConnSB: Read Reread Read Again
			Student/Teacher	Activity	9781531127183	408	ConnSB: Activity 1
			Student/Teacher	Narrative	9781531126025	420	EG: Second paragraph
			Student/Teacher	Activity	9781531126025	421	EG: Try It Out: Setting a Purpose for Reading
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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	9781531127183	217	ConnSB: Paragraph 2 after subhead.
			Student/Teacher	Activity	9781531127183	219	ConnSB: Page 219: "If other useful questions occur to you, write them in the space below."
			Student/Teacher	Narrative	9781531126025	425	EG: Questions to engage prior knowledge include . . . (Black D Head)
			Student/Teacher	Activity	9781531126025	426	EG: Try It Out: Previewing and Reading a Text
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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	9781531127183	6	ConnSB: Read Reread Read Again
			Student/Teacher	Activity	9781531127183	36	ConnSB: Focus on Identifying Theme: Objective line
			Student/Teacher	Narrative	9781531126025	428-429	EG: Tables that cover argumentative writing, narrative texts, and poetry
			Student/Teacher	Activity	9781531127183	10	ConnSB: First Read: Summarizing a Text: Objective line
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

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 selection)			
(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	9781531127183	6	ConnSB: Read Reread Read Again
			Student/Teacher	Activity	9781531126025	440	EG: Try It Out: Asking Questions After Reading
			Student/Teacher	Narrative	9781531126025	431	EG: Focused Re-reading (table)
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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	9781531127183	430	ConnSB: Gather Ideas
			Student/Teacher	Activity	9781531127183	431-432	ConnSB: Gather Ideas
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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	9781531126025	428-429	EG: Tables that cover argumentative writing, narrative texts, and poetry
			Student/Teacher	Activity	9781531127183	10-12	ConnSB: First Read: Summarizing a Text: Objective
			Student/Teacher	Narrative	9781531127183	6	ConnSB: Read Reread Read Again
			Student/Teacher	Activity	9781531127183	66-69	ConnSB: First Read: Summarizing Central Ideas: Objective
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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	9781531127183	357	ConnSB: Historical Background
			Student/Teacher	Narrative	9781531126025	439	EG: Ask these questions 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
			Student/Teacher	Activity	9781531127183	34	ConnSB: Focus on Analyzing Plot and Conflict
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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	9781531127183	17-19	ConnSB: Third Read: Identifying Claims, Reasons, and Evidence: See Objective, first paragraph.
			Student/Teacher	Narrative	9781531126025	426	EG: Preview Text Features, Structure, and Genre (Black B_head)
			Student/Teacher	Activity	9781531127183	48	ConnSB: First Read: Making Inferences: See Objective, last two sentences.
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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	9781531126025	424	EG: Blue head Genre
			Student/Teacher	Activity	9781531127183	196	ConnSB: Making Connections
			Student/Teacher	Narrative	9781531127183	288	ConnSB: First paragraph
			Student/Teacher	Activity	9781531127183	288	ConnSB: First Read: Comparing Points of View: Objective
			Student/Teacher	Activity	9781531127183	276	ConnSB: p. 276, right after article ends.
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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	9781531127183	196	ConnSB: Making Connections
			Student/Teacher	Activity	9781531127183	196	ConnSB: Making Connections

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	9781531127183	53	ConnSB: Focus on Understanding Structure and Purpose
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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	9781531127183	196	ConnSB: Making Connections
			Student/Teacher	Activity	9781531127183	292	ConnSB: Focus on Comparing Points of View
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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	9781531127183	196	ConnSB: First paragraph
			Student/Teacher	Activity	9781531127183	293	ConnSB: First Response
			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	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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	9781531127183	196	ConnSB: Making Connections
			Student/Teacher	Activity	9781531127183	196	ConnSB: Making Connections
			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	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

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	9781531127183	413	ConnSB: First paragraph, last sentence
			Student/Teacher	Narrative	9781531126025	420	EG: First bullet point
			Student/Teacher	Narrative	9781531127183	370	ConnSB: Second Read: Analyzing an Author's Use of Language
			Student/Teacher	(Drop-down selection)			
			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	9781531127183	66	ConnSB: p. 69, "First Response," "Describe any personal connections to the text."
			Student/Teacher	Narrative	9781531126025	439	EG: Ways to Connect
			Student/Teacher	Activity	9781531127183	100	ConnSB: p. 100, Students do the work of identifying an issue they have a personal connection to.
			Student/Teacher	(Drop-down selection)			
			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	9781531126025	439	EG: Ways to Connect
			Student/Teacher	Activity	9781531127183	113	ConnSB: Writing Prompt. Second Paragraph
			Student/Teacher	Narrative	9781531126025	425	EG: First check mark
			Student/Teacher	Activity	9781531127183	354	ConnSB: Chart
			Student/Teacher	Activity	9781531127183	60	ConnSB: Items 1 and 2.
			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	9781531127183	95	ConnSB: Students do activity describe in item 5.
			Student/Teacher	Narrative	9781531126025	439	EG: Ways to Connect

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	9781531127183	170	ConnSB: Students do the activity described in the Investigate Report.
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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	Student/Teacher	Narrative	9781531127183	51	ConnSB: First paragraphs on page
			Student/Teacher	Activity	9781531127183	51	ConnSB: Chart activity
			Student/Teacher	Narrative	9781531127183	125	ConnSB: First paragraphs on page
			Student/Teacher	Activity	9781531127183	124	ConnSB: Chart
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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	9781531127183	51	ConnSB: First paragraphs on page
			Student/Teacher	Activity	9781531127183	23	ConnSB: p. 23, table at bottom of page
			Student/Teacher	Narrative	9781531126025	431	EG: Look for Textual Evidence
			Student/Teacher	Activity	9781531127183	48	ConnSB: p. 51, "First Response," "Support your conclusion with details from the text."
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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	9781531127183	56	ConnSB: All text up to the chart.
			Student/Teacher	Activity	9781531127183	56-57	ConnSB: Chart following text
			Student/Teacher	Narrative	9781531127183	69-70	ConnSB: All text up to chart on p. 70.
			Student/Teacher	Activity	9781531127183	70-71	ConnSB: Chart following text
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

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:	(H) synthesize information to create new understanding	(i) synthesize information to create new understanding	Student/Teacher	Narrative	9781531127183	171-173	ConnSB: All text re: production of c/c essay.
			Student/Teacher	Activity	9781531127183	171-173	ConnSB: Students actually produce the c/c essay.
			Student/Teacher	Narrative	9781531127183	190	ConnSB: All text re: production of digital presentation.
			Student/Teacher	Activity	9781531127183	190	ConnSB: Students produce the digital presentation.
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(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	9781531126025	438	EG: Monitoring Comprehension (Blue runin Head)
			Student/Teacher	Activity	9781531126025	429	EG: Try It Out: Previewing and Reading a Text.
			Student/Teacher	Narrative	9781531127183	147	ConnSB: Text between tables.
			Student/Teacher	Activity	9781531127183	147	ConnSB: Last table on page.
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(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	9781531126025	438	EG: Monitoring Comprehension (Blue runin Head)
			Student/Teacher	Activity	9781531126025	429	EG: Try It Out: Previewing and Reading a Text.
			Student/Teacher	Narrative	9781531127183	15	ConnSB: Focus on Understanding Technical Terms.
			Student/Teacher	Activity	9781531127183	16	ConnSB: Chart on page 16.
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(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	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	Narrative	9781531126025	425	EG: K-W-L Chart (table)

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	9781531127183	99	ConnSB: Writing Prompt
			Student/Teacher	Activity	9781531127183	211	ConnSB: 3
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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	9781531127183	89	ConnSB: Objective, bullet 2
			Student/Teacher	Activity	9781531127183	91-92	ConnSB: pp. 91-92 writing response activities
			Student/Teacher	Narrative	9781531126025	150	EG: Responding to Literature (Black B. head)
			Student/Teacher	Activity	9781531127183	279-280	ConnSB: Table activity
			Student/Teacher	Activity	9781531127183	278	ConnSB: Instructional text prior to article
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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	9781531127183	127	ConnSB: Text preceding chart.
			Student/Teacher	Activity	9781531127183	129-130	ConnSB: Charts that students fill out on pp. 127-130.
			Student/Teacher	Narrative	9781531127183	274-275	ConnSB: Text preceding article.
			Student/Teacher	Activity	9781531127183	278	ConnSB: Charts that students fill out on pp. 276-278.
			Student/Teacher	Narrative	9781531126025	150	EG: Responding to Literature (Black B. head)
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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	9781531126025	431	EG: Look for Textual Evidence text and chart
			Student/Teacher	Activity	9781531127183	125	ConnSB: p. 125: Write
			Student/Teacher	Narrative	9781531127183	200-201	ConnSB: Up through the chart on p. 201.
			Student/Teacher	Activity	9781531127183	201	ConnSB: Speak & listen activity
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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	9781531127183	433	ConnSB: First bullet describes how to paraphrase

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	9781531127183	373	ConnSB: Paragraph preceding table.
			Student/Teacher	Narrative	9781531126025	251	EG: Chart, right column.
			Student/Teacher	Activity	9781531127183	408	ConnSB: Instruction to student is to paraphrase interviewee responses to questions.
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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	9781531127183	36	ConnSB: Focus on Identifying Theme
			Student/Teacher	Activity	9781531127183	36	ConnSB: Chart on page 37.
			Student/Teacher	Activity	9781531127183	373	ConnSB: Focus on Analyzing a Fictional Account #of a Historical Event.
			Student/Teacher	Activity	9781531127183	354	ConnSB: Focus on Comparing and Contrasting Historical Fiction and Nonfiction
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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	9781531127183	10	ConnSB: First Read: Summarizing a Text
			Student/Teacher	Activity	9781531127183	13	ConnSB: Focus on Summarizing a Text
			Student/Teacher	Narrative	9781531127183	36	ConnSB: p. 36, Step 1, "Summarize the plot."
			Student/Teacher	Activity	9781531127183	15	ConnSB: Write
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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	9781531127183	10	ConnSB: First Read: Summarizing a Text
			Student/Teacher	Activity	9781531127183	13	ConnSB: Focus on Summarizing a Text
			Student/Teacher	Narrative	9781531127183	69	ConnSB: Explanation
			Student/Teacher	Activity	9781531127183	70	ConnSB: Chart
			Student/Teacher	Activity	9781531127183	15	ConnSB: Write
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

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:	(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	9781531127183	10	ConnSB: First Read: Summarizing a Text
			Student/Teacher	Activity	9781531127183	31	ConnSB: First Read: Analyzing Plot and Conflict
			Student/Teacher	Activity	9781531127183	15	ConnSB: Second Read: Understanding Technical Terms
			Student/Teacher	(Drop-down selection)			
			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:	(F) respond using newly acquired vocabulary as appropriate	(i) respond using newly acquired vocabulary as appropriate	Student/Teacher	Narrative	9781531127183	164	ConnSB: Text preceding chart
			Student/Teacher	Activity	9781531127183	164-165	ConnSB: Chart
			Student/Teacher	Narrative	9781531127183	183-184	ConnSB: Text preceding chart
			Student/Teacher	Activity	9781531127183	184	ConnSB: Chart
			Student/Teacher	Narrative	9781531126025	447	EG: Root Words, Prefixes, and Suffixes
			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:	(G) discuss and write about the explicit or implicit meanings of text	(i) discuss the explicit or implicit meanings of text	Student/Teacher	Narrative	9781531127183	36-37	ConnSB: Text up to beginning of chart on p. 37
			Student/Teacher	Activity	9781531127183	38	ConnSB: Speak and Listen
			Student/Teacher	Narrative	9781531127183	69-70	ConnSB: Text up to beginning of chart on p. 69
			Student/Teacher	Activity	9781531127183	71	ConnSB: First Read: Summarizing a Text
			Student/Teacher	(Drop-down selection)			
			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:	(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	9781531127183	13	ConnSB: Text up to beginning of passage.
			Student/Teacher	Activity	9781531127183	15	ConnSB: Write
			Student/Teacher	Narrative	9781531127183	272-274	ConnSB: All text and activities up to p. 274
			Student/Teacher	Activity	9781531127183	274	ConnSB: Write activity
			Student/Teacher	(Drop-down selection)			
			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:	(G) discuss and write about the explicit or implicit meanings of text	(ii) write about the explicit or implicit meanings of text	Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

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 selection)			
(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	9781531127183	23	ConnSB: Expectations for Discussion
			Student/Teacher	Activity	9781531127183	23-24	ConnSB: pp. 23–24, students perform the actual discussion.
			Student/Teacher	Narrative	9781531127183	210	ConnSB: Expectations for Discussion
			Student/Teacher	Activity	9781531127183	210-211	ConnSB: Discussion Activity
			Student/Teacher	Narrative	9781531126025	443	EG: First three paragraphs
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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	9781531126025	456	EG: Words That Communicate Clearly (Blue A_Head)
			Student/Teacher	Activity	9781531127183	23	ConnSB: pp. 23–24, students perform the actual discussion.
			Student/Teacher	Narrative	9781531127183	210	ConnSB: p. 210, "Expectations for Discussion"
			Student/Teacher	Activity	9781531127183	210	ConnSB: Discussion Activity
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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	9781531126025	13	EG: First paragraph
			Student/Teacher	Activity	9781531127183	23	ConnSB: Discussion Activity
			Student/Teacher	Narrative	9781531127183	210	ConnSB: Expectations for Discussion
			Student/Teacher	Activity	9781531127183	210	ConnSB: Discussion Activity
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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	9781531126025	13	EG: First paragraph
			Student/Teacher	Activity	9781531127183	23	ConnSB: pp. 23–24, students perform the actual 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	Narrative	9781531127183	210	ConnSB: p. 210, "Expectations for Discussion"
			Student/Teacher	Activity	9781531127183	210	ConnSB: pp. 210-211, students perform the actual discussion.
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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	9781531127183	320	ConnSB: Roundtable Discussion
			Student/Teacher	Activity	9781531127183	320	ConnSB: Roundtable Discussion
			Student/Teacher	Narrative	9781531126025	463	EG: Summarize what you heard. (Blue runin Head)
			Student/Teacher	Activity	9781531127183	37	ConnSB: Speak and Listen
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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	9781531127183	320	ConnSB: Roundtable Discussion
			Student/Teacher	Activity	9781531127183	320	ConnSB: Roundtable Discussion
			Student/Teacher	Narrative	9781531126025	463	EG: Summarize what you heard. (Blue runin Head)
			Student/Teacher	Activity	9781531127183	37	ConnSB: Last sentence of Speak and Listen
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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	9781531127183	36-37	ConnSB: Table & text on pp. 36-37
			Student/Teacher	Activity	9781531127183	37	ConnSB: Chart & "Speak and Listen"
			Student/Teacher	Narrative	9781531127183	295-296	ConnSB: All text / instruction.
			Student/Teacher	Activity	9781531127183	295-298	ConnSB: All writing activities, including filling out the chart.
			Student/Teacher	Narrative	9781531127183	435	ConnSB: First column; Theme row
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

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:	(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	9781531127183	91	ConnSB: Focus on Comparing and Contrasting Arguments
			Student/Teacher	Narrative	9781531127183	127	ConnSB: Third Read: Comparing and Contrasting Presentations
			Student/Teacher	Activity	9781531127183	408	ConnSB: On Your Own: Integrating Ideas
			Student/Teacher	Activity	9781531127183	279	ConnSB: Focus on Analyzing Presentations of the Same Topic
			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:	(B) analyze how characters' qualities influence events and resolution of the conflict	(i) analyze how characters' qualities influence events	Student/Teacher	Narrative	9781531127183	34-35	ConnSB: pp. 34-35 text b/t tables.
			Student/Teacher	Activity	9781531127183	34-35	ConnSB: pp. 34-35 tables.
			Student/Teacher	Narrative	9781531127183	202	ConnSB: Instruction prior to writing activities
			Student/Teacher	Activity	9781531127183	202-203	ConnSB: Writing activities
			Student/Teacher	Narrative	9781531127183	153	ConnSB: Characters (checklist head)
			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:	(B) analyze how characters' qualities influence events and resolution of the conflict	(ii) analyze how characters' qualities influence resolution of the conflict	Student/Teacher	Narrative	9781531127183	34-35	ConnSB: Paragraphs before tables
			Student/Teacher	Activity	9781531127183	34-35	ConnSB: Tables
			Student/Teacher	Narrative	9781531126025	153	EG: Characters (checklist head)
			Student/Teacher	Activity	9781531127183	37	ConnSB: 2 and 3 in chart
			Student/Teacher	(Drop-down selection)			
			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:	(C) analyze plot elements, including the use of foreshadowing and suspense, to advance the plot	(i) analyze plot elements, including the use of foreshadowing, to advance the plot	Student/Teacher	Narrative	9781531127183	370	ConnSB: Explanation
			Student/Teacher	Activity	9781531127183	370	ConnSB: Chart
			Student/Teacher	Narrative	9781531127183	153	ConnSB: Plot (checklist head)
			Student/Teacher	Activity	9781531127183	34-35	ConnSB: Tables
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

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 selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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 the use of foreshadowing and suspense, to advance the plot	(ii) analyze plot elements, including the use of suspense, to advance the plot	Student/Teacher	Narrative	9781531127183	394	ConnSB: Preview Concepts
			Student/Teacher	Activity	9781531127183	394	ConnSB: Question 2
			Student/Teacher	Narrative	9781531127183	29	ConnSB: Preview Concepts
			Student/Teacher	Activity	9781531127183	36	ConnSB: Speak and Listen
			Student/Teacher	Narrative	9781531127183	35	ConnSB: Center paragraph
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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 influences character and plot development	(i) analyze how the setting influences character development	Student/Teacher	Narrative	9781531127183	293	ConnSB: Instructional text
			Student/Teacher	Activity	9781531127183	293-294	ConnSB: p. 293, items 3 & 6
			Student/Teacher	Narrative	9781531126025	153	EG: Setting (checklist head)
			Student/Teacher	Activity	9781531127183	294	ConnSB: Write
			Student/Teacher	Activity	9781531127183	294	ConnSB: Speak and Listen
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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 influences character and plot development	(ii) analyze how the setting influences plot development	Student/Teacher	Narrative	9781531127183	293	ConnSB: Instructional text
			Student/Teacher	Activity	9781531127183	293-294	ConnSB: p. 293, item 2
			Student/Teacher	Narrative	9781531127183	346	ConnSB: Focus on Analyzing How Setting Affects Conflict
			Student/Teacher	Activity	9781531127183	347	ConnSB: Graphic organizers
			Student/Teacher	Narrative	9781531126025	153	EG: Setting (checklist head)
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

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, myths, fantasy, and science fiction	(i) demonstrate knowledge of literary genres	Student/Teacher	Narrative	9781531126025	424	EG: Genre
			Student/Teacher	Activity	9781531126025	426	EG: Try It Out: Previewing and Reading a Text
			Student/Teacher	Narrative	9781531127183	196	ConnSB: Making Connections
			Student/Teacher	Activity	9781531127183	411	ConnSB: Items 1-4
			Teacher Only	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
(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 rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms	(i) analyze the effect of rhyme scheme in poems across a variety of poetic forms	Student/Teacher	Narrative	9781531127183	255	ConnSB: Second Read: Examining the Impact of Repeated Sounds
			Student/Teacher	Activity	9781531127183	255	ConnSB: Focus on Examining the Impact of Repeated Sounds
			Student/Teacher	Narrative	9781531126025	145	EG: Meter
			Student/Teacher	Activity	9781531127183	263	ConnSB: Activity 2
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
(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 rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms	(ii) analyze the effect of meter in poems across a variety of poetic forms	Student/Teacher	Narrative	9781531127183	255	ConnSB: Second Read: Examining the Impact of Repeated Sounds
			Student/Teacher	Activity	9781531127183	255-256	ConnSB: Writing activity & chart
			Student/Teacher	Narrative	9781531126025	436	EG: Meter and rhyme row
			Student/Teacher	Activity	9781531127183	256	ConnSB: Speak and Listen
			Student/Teacher	Activity	9781531127183	256	ConnSB: Write
			Teacher Only	Narrative			
			Teacher Only	Activity			
(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 rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms	(iii) analyze the effect of graphical elements in poems across a variety of poetic forms	Student/Teacher	Narrative	9781531127183	257	ConnSB: Third Read: Analyzing How Structure Helps Develop an Idea
			Student/Teacher	Activity	9781531127183	257	ConnSB: Third Read: Analyzing How Structure Helps Develop an Idea
			Student/Teacher	Narrative	9781531126025	154	EG: Finding Meaning in Lyrical Poetry
			Student/Teacher	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

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	9781531127183	263	ConnSB: Activity 2
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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	9781531127183	418	ConnSB: Instructional text
			Student/Teacher	Activity	9781531127183	418	ConnSB: Second Read: Analyzing the Unique Format of a Play: Objective
			Student/Teacher	Narrative	9781531127183	418-419	ConnSB: Instructional text
			Student/Teacher	Activity	9781531127183	419-421	ConnSB: Chart
			Student/Teacher	Narrative	9781531126025	155	EG: sixth bullet point
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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	9781531127183	418	ConnSB: Instructional text
			Student/Teacher	Activity	9781531127183	418	ConnSB: Objective & student interaction with stimulus text
			Student/Teacher	Narrative	9781531127183	418-419	ConnSB: Instructional text
			Student/Teacher	Activity	9781531127183	419-421	ConnSB: Chart
			Student/Teacher	Narrative	9781531126025	155	EG: first bullet point
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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 references or acknowledgements; and (iii) organizational patterns that support multiple topics, categories, and subcategories	(i) analyze characteristics of informational text, including the controlling idea or thesis with supporting evidence	Student/Teacher	Narrative	9781531127183	144-145	ConnSB: Text in between diagrams
			Student/Teacher	Activity	9781531127183	144-145	ConnSB: Graphic organizers
			Student/Teacher	Narrative	9781531127183	272-274	ConnSB: Text in between diagrams
			Student/Teacher	Activity	9781531127183	272-274	ConnSB: Graphic organizers
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

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 references or acknowledgements; and (iii) organizational patterns that support multiple topics, categories, and subcategories	(ii) analyze characteristics of informational text, including 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
			Student/Teacher	Narrative	9781531127183	355	ConnSB: First paragraph and bullet points
			Student/Teacher	Activity	9781531127183	165	ConnSB: Speak and Listen
			Student/Teacher	Activity	9781531127183	83	ConnSB: Objective
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(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 references or acknowledgements; and (iii) organizational patterns that support multiple topics, categories, and subcategories	(iii) analyze characteristics of informational text, including organizational patterns that support multiple topics	Student/Teacher	Narrative	9781531127183	53	ConnSB: Focus on Understanding Purpose and Structure
			Student/Teacher	Activity	9781531127183	53	ConnSB: Objective & student interaction with stimulus
			Student/Teacher	Narrative	9781531127183	422	ConnSB: Paragraph and chart that follows
			Student/Teacher	Activity	9781531127183	54-55	ConnSB: Items 1-5
			Student/Teacher	Activity	9781531127183	55	ConnSB: Speak and Listen
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(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 references or acknowledgements; and (iii) organizational patterns that support multiple topics, categories, and subcategories	(iv) analyze characteristics of informational text, including organizational patterns that support multiple categories	Student/Teacher	Narrative	9781531127183	53	ConnSB: Focus on Understanding Purpose and Structure
			Student/Teacher	Activity	9781531127183	53	ConnSB: Objective & student interaction with stimulus
			Student/Teacher	Narrative	9781531127183	422	ConnSB: Paragraph and chart that follows
			Student/Teacher	Activity	9781531127183	54-55	ConnSB: Items 1-5
			Student/Teacher	Activity	9781531127183	55	ConnSB: Speak and Listen
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			

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 references or acknowledgements; and (iii) organizational patterns that support multiple topics, categories, and subcategories	(v) analyze characteristics of informational text, including organizational patterns that support multiple subcategories	Student/Teacher	Narrative	9781531127183	53	ConnSB: Focus on Understanding Purpose and Structure
			Student/Teacher	Activity	9781531127183	53	ConnSB: Objective & student interaction with stimulus
			Student/Teacher	Narrative	9781531127183	422	ConnSB: Paragraph and chart that follows
			Student/Teacher	Activity	9781531127183	54-55	ConnSB: items 1-6
			Student/Teacher	Activity	9781531127183	55	ConnSB: Speak and Listen
			Teacher Only	Narrative			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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 references or acknowledgements; and (iii) organizational patterns that support multiple topics, categories, and subcategories	(vi) analyze structural elements of informational text, including the controlling idea or thesis with supporting evidence	Student/Teacher	Narrative	9781531127183	140	ConnSB: First Read: Analyzing Central Ideas
			Student/Teacher	Activity	9781531127183	144-145	ConnSB: Focus on Analyzing Central Ideas
			Student/Teacher	Narrative	9781531127183	272	ConnSB: Focus on Analyzing the Development of Central Ideas
			Student/Teacher	Activity	9781531127183	272-274	ConnSB: Focus on Analyzing the Development of Central Ideas
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(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 references or acknowledgements; and (iii) organizational patterns that support multiple topics, categories, and subcategories	(vii) analyze structural elements of informational text, including 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
			Student/Teacher	Narrative	9781531127183	355	ConnSB: First paragraph and bullet points
			Student/Teacher	Activity	9781531127183	165	ConnSB: Speak and Listen
			Student/Teacher	Activity	9781531127183	83	ConnSB: Objective
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			

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 references or acknowledgements; and (iii) organizational patterns that support multiple topics, categories, and subcategories	(viii) analyze structural elements of informational text, including organizational patterns that support multiple topics	Student/Teacher	Narrative	9781531127183	53	ConnSB: Focus on Understanding Purpose and Structure
			Student/Teacher	Activity	9781531127183	53	ConnSB: Objective & student interaction with stimulus.
			Student/Teacher	Narrative	9781531127183	422	ConnSB: Paragraph and chart that follows
			Student/Teacher	Activity	9781531127183	54-55	ConnSB: Items 1-6
			Student/Teacher	Activity	9781531127183	55	ConnSB: Speak and Listen
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(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 references or acknowledgements; and (iii) organizational patterns that support multiple topics, categories, and subcategories	(ix) analyze structural elements of informational text, including organizational patterns that support multiple categories	Student/Teacher	Narrative	9781531127183	53	ConnSB: Focus on Understanding Purpose and Structure
			Student/Teacher	Activity	9781531127183	53	ConnSB: Objective & student interaction with stimulus.
			Student/Teacher	Narrative	9781531127183	422	ConnSB: Paragraph and chart that follows
			Student/Teacher	Activity	9781531127183	54-55	ConnSB: Items 1-6
			Student/Teacher	Activity	9781531127183	55	ConnSB: Speak and Listen
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(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 references or acknowledgements; and (iii) organizational patterns that support multiple topics, categories, and subcategories	(x) analyze structural elements of informational text, including organizational patterns that support multiple subcategories	Student/Teacher	Narrative	9781531127183	53	ConnSB: Focus on Understanding Purpose and Structure
			Student/Teacher	Activity	9781531127183	53	ConnSB: Objective & student interaction with stimulus.
			Student/Teacher	Narrative	9781531127183	422	ConnSB: Paragraph and chart that follows
			Student/Teacher	Activity	9781531127183	54-55	ConnSB: Items 1-6
			Student/Teacher	Activity	9781531127183	55	ConnSB: Speak and Listen
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			

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 and consideration of alternatives to support the argument; and (iii) identifying the intended audience or reader	(i) analyze characteristics of argumentative text by identifying the claim	Student/Teacher	Narrative	9781531127183	19	ConnSB: Text before chart
			Student/Teacher	Activity	9781531127183	17	ConnSB: Text before and in Objective
			Student/Teacher	Narrative	9781531126025	429	EG: Argumentative Text: Editorials, Research Papers (table)
			Student/Teacher	Activity	9781531127183	89	ConnSB: p. 89, all "Objective" text
			Student/Teacher	Activity	9781531127183	86	ConnSB: p. 86, "Objective" text & student interaction with stimulus
			Teacher Only	Narrative			
			Teacher Only	Activity			
(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 and consideration of alternatives to support the argument; and (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	9781531127183	87	ConnSB: All text between subhead & run-in head "Claim."
			Student/Teacher	Activity	9781531127183	87-88	ConnSB: Activity identifying Reasons & Evidence
			Student/Teacher	Narrative	9781531127183	148	ConnSB: Third Read: Evaluating an Argument
			Student/Teacher	Activity	9781531127183	88	ConnSB: Write
			Student/Teacher	Activity	9781531127183	149	ConnSB: Chart
			Teacher Only	Narrative			
			Teacher Only	Activity			
(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 and consideration of alternatives to support the argument; and (iii) identifying the intended audience or reader	(iii) analyze characteristics of argumentative text by explaining how the author uses consideration of alternatives to support the argument	Student/Teacher	Narrative	9781531127183	87	ConnSB: Focus on Evaluating an Argument
			Student/Teacher	Activity	9781531127183	107	ConnSB: Second Peer Review
			Student/Teacher	Narrative	9781531127183	102	ConnSB: Generate Ideas
			Student/Teacher	Activity	9781531127183	187	ConnSB: Speak and Listen
			Student/Teacher	Narrative	9781531126025	191	EG: Third bullet point
			Teacher Only	Narrative			
			Teacher Only	Activity			
(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 and consideration of alternatives to support the argument; and (iii) identifying the intended audience or reader	(iii) analyze characteristics of argumentative text by explaining how the author uses consideration of alternatives to support the argument	Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

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 and consideration of alternatives to support the argument; and (iii) identifying the intended audience or reader	(iv) analyze characteristics of argumentative text by identifying the intended audience or reader	Student/Teacher	Narrative	9781531127183	162	ConnSB: Focus on Making an Inference
			Student/Teacher	Activity	9781531127183	163	ConnSB: Focus on Making an Inference
			Student/Teacher	Narrative	9781531126025	429	EG: Argumentative Text: Editorials, Research Papers (table)
			Student/Teacher	Activity	9781531127183	311	ConnSB: Item 2, bullet 2
			Student/Teacher	Activity	9781531127183	159	ConnSB: Objective and student interaction w/ stimulus
			Teacher Only	Narrative			
			Teacher Only	Activity			
(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 and consideration of alternatives to support the argument; and (iii) identifying the intended audience or reader	(v) analyze structures of argumentative text by identifying the claim	Student/Teacher	Narrative	9781531127183	19	ConnSB: Text before chart
			Student/Teacher	Activity	9781531127183	17	ConnSB: Text before and in Objective
			Student/Teacher	Narrative	9781531126025	429	EG: Argumentative Text: Editorials, Research Papers (table)
			Student/Teacher	Activity	9781531127183	89	ConnSB: p. 89, all "Objective" text
			Student/Teacher	Activity	9781531127183	86	ConnSB: p. 86, "Objective" text & student interaction with stimulus
			Teacher Only	Narrative			
			Teacher Only	Activity			
(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 and consideration of alternatives to support the argument; and (iii) identifying the intended audience or reader	(vi) analyze structures of argumentative text by explaining how the author uses various types of evidence to support the argument	Student/Teacher	Narrative	9781531127183	87	ConnSB: All text between subhead & run-in head "Claim."
			Student/Teacher	Activity	9781531127183	87-88	ConnSB: Activity identifying Reasons & Evidence
			Student/Teacher	Narrative	9781531127183	148	ConnSB: Third Read: Evaluating an Argument
			Student/Teacher	Activity	9781531127183	88	ConnSB: Write
			Student/Teacher	Activity	9781531127183	149	ConnSB: Chart
			Teacher Only	Narrative			
			Teacher Only	Activity			
(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 and consideration of alternatives to support the argument; and (iii) identifying the intended audience or reader	(vi) analyze structures of argumentative text by explaining how the author uses various types of evidence to support the argument	Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

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 and consideration of alternatives to support the argument; and (iii) identifying the intended audience or reader	(vii) analyze structures of argumentative text by explaining how the author uses consideration of alternatives to support the argument	Student/Teacher	Narrative	9781531127183	87	ConnSB: Focus on Evaluating an Argument
			Student/Teacher	Activity	9781531127183	107	ConnSB: Second Peer Review
			Student/Teacher	Narrative	9781531127183	102	ConnSB: Generate Ideas
			Student/Teacher	Activity	9781531127183	187	ConnSB: Speak and Listen
			Student/Teacher	Narrative	9781531126025	191	EG: Third bullet point
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(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 and consideration of alternatives to support the argument; and (iii) identifying the intended audience or reader	(viii) analyze structures of argumentative text by identifying the intended audience or reader	Student/Teacher	Narrative	9781531127183	162	ConnSB: Focus on Making an Inference
			Student/Teacher	Activity	9781531127183	163	ConnSB: Focus on Making an Inference
			Student/Teacher	Narrative	9781531126025	429	EG: Argumentative Text: Editorials, Research Papers (table)
			Student/Teacher	Activity	9781531127183	311	ConnSB: Item 2, bullet 2
			Student/Teacher	Activity	9781531127183	159	ConnSB: Objective and student interaction w/ stimulus.
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(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	9781531127183	127	ConnSB: Text up through the chart.
			Student/Teacher	Activity	9781531127183	127-131	ConnSB: Third Read: Comparing and Contrasting Presentations
			Student/Teacher	Narrative	9781531127183	274	ConnSB: p. 274 text
			Student/Teacher	Activity	9781531127183	274-277	ConnSB: pp. 276-277 table
			Student/Teacher	Narrative	9781531126025	422	EG: As you preview this text feature (table).
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(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	Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

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:	(F) analyze characteristics of multimodal and digital texts	(ii) analyze characteristics of digital texts	Student/Teacher	Narrative	9781531127183	274	ConnSB: First two paragraphs under head
			Student/Teacher	Activity	9781531127183	277	ConnSB: Chart
			Student/Teacher	Narrative	9781531126025	422	EG: As you preview this text feature (table)
			Student/Teacher	Activity	9781531127183	282	ConnSB: Number 3 under Research job fair.
			Student/Teacher	(Drop-down selection)			
			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:	(A) explain the author's purpose and message within a text	(i) explain the author's purpose within a text	Student/Teacher	Narrative	9781531127183	85	ConnSB: p. 85, text before graphic organizer
			Student/Teacher	Activity	9781531127183	85-86	ConnSB: Graphic organizer
			Student/Teacher	Narrative	9781531127183	166	ConnSB: All text between "Third Read" and "Focus on Determining Point of View and Purpose"
			Student/Teacher	Activity	9781531127183	167	ConnSB: Item 2
			Student/Teacher	(Drop-down selection)			
			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:	(A) explain the author's purpose and message within a text	(ii) explain the author's message within a text	Student/Teacher	Narrative	9781531127183	36	ConnSB: Focus on Identifying Theme
			Student/Teacher	Activity	9781531127183	36	ConnSB: Objective and student interaction with stimulus.
			Student/Teacher	Narrative	9781531127183	295-297	ConnSB: All text interspersed with activities
			Student/Teacher	Activity	9781531127183	297	ConnSB: Chart
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

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:	(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	9781531127183	53	ConnSB: p. 53, all text
			Student/Teacher	Activity	9781531127183	54-55	ConnSB: pp. 54-55, all activities
			Student/Teacher	Narrative	9781531126025	422-423	EG: Text Structure (Blue runin Head and following text and table)
			Student/Teacher	Activity	9781531127183	55	ConnSB: Speak and Listen
			Student/Teacher	Activity	9781531127183	55	ConnSB: Write
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(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	9781531127183	355	ConnSB: First paragraph and bullet points
			Student/Teacher	Activity	9781531127183	355	ConnSB: Venn diagram
			Student/Teacher	Narrative	9781531126025	421	EG: Preview Text
			Student/Teacher	Activity	9781531127183	413	Features, Structure, and Genre (Black B. head)
			Student/Teacher	Activity	9781531127183	411	ConnSB: Paragraph before play
			Teacher Only	Narrative			ConnSB: Instructions before play
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(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	9781531127183	274	ConnSB: Second Read: Comparing Media Portrayals of a Topic
			Student/Teacher	Activity	9781531127183	274-277	ConnSB: Objective, student interaction with stimulus, tables to fill out.
			Student/Teacher	Narrative	9781531126025	421	EG: Preview Text
			Student/Teacher	Activity	9781531127183	278	Features, Structure, and Genre (Black B. head)
			Student/Teacher	Activity	9781531127183	278	ConnSB: Students complete table.
			Teacher Only	Narrative			ConnSB: Write
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(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	9781531127183	278	ConnSB: Write
			Student/Teacher	Activity	9781531127183	278	ConnSB: Write
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

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:	(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	9781531127183	71	ConnSB: Focus on Understanding Figurative Language
			Student/Teacher	Activity	9781531127183	71	ConnSB: Objective; students told to underline examples of figurative language.
			Student/Teacher	Narrative	9781531127183	370	ConnSB: Text up to chart.
			Student/Teacher	Activity	9781531127183	370	ConnSB: Chart
			Student/Teacher	Narrative	9781531126025	432	EG: Figurative Language row
			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:	(E) identify the use of literary devices, including subjective and objective point of view	(i) identify the use of literary devices, including subjective point of view	Student/Teacher	Narrative	9781531127183	38	ConnSB: Focus on Understanding Point of View
			Student/Teacher	Activity	9781531127183	73	ConnSB: Focus on Determining Points of View
			Student/Teacher	Narrative	9781531126025	152	EG: Elements of Literature (Black D Head)
			Student/Teacher	Activity	9781531127183	38	ConnSB: Objective & student interaction with stimulus.
			Student/Teacher	Activity	9781531127183	38	ConnSB: Focus on Understanding Point of View
			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:	(E) identify the use of literary devices, including subjective and objective point of view	(ii) identify the use of literary devices, including objective point of view	Student/Teacher	Narrative	9781531127183	38	ConnSB: Focus on Understanding Point of View
			Student/Teacher	Activity	9781531127183	73	ConnSB: Focus on Determining Points of View
			Student/Teacher	Narrative	9781531126025	152	EG: Elements of Literature (Black D Head)
			Student/Teacher	Activity	9781531127183	38	ConnSB: Objective & student interaction with stimulus.
			Student/Teacher	Activity	9781531127183	38	ConnSB: Focus on Understanding Point of View
			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	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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, voice, and tone	(i) analyze how the author's use of language contributes to mood	Student/Teacher	Narrative	9781531127183	387-388	ConnSB: Text preceding chart
			Student/Teacher	Activity	9781531127183	388	ConnSB: Chart (also see "Speak and Listen" and "Write")
			Student/Teacher	Narrative	9781531126025	438	EG: Fiction and Drama row
			Student/Teacher	Activity	9781531127183	388	ConnSB: Write
			Teacher Only	Narrative			ConnSB: Speak and Listen
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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, voice, and tone	(ii) analyze how the author's use of language contributes to voice	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	Narrative	9781531127183	387	ConnSB: First paragraph
			Student/Teacher	Activity	9781531127183	370	ConnSB: Focus on Analyzing an Author's Use of Language
			Student/Teacher	Activity	9781531127183	381	ConnSB: Making Connections
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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, voice, and tone	(iii) analyze how the author's use of language contributes to tone	Student/Teacher	Narrative	9781531127183	148	ConnSB: p. 148, first paragraph
			Student/Teacher	Activity	9781531127183	148	ConnSB: Speak and Listen
			Student/Teacher	Narrative	9781531126025	434	EG: Style and tone row of chart
			Student/Teacher	Activity	9781531127183	148	ConnSB: Write
			Student/Teacher	Activity	9781531127183	184	ConnSB: Write
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			

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 selection) (Drop-down selection)			
(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 purpose of rhetorical devices such as direct address and rhetorical questions and logical fallacies such as loaded language and sweeping generalizations	(i) explain the purpose of rhetorical devices	Student/Teacher	Narrative	9781531127183	148	ConnSB: Last two bullet points
			Student/Teacher	Activity	9781531127183	148	ConnSB: Objective
			Student/Teacher	Narrative	9781531126025	191	EG: Rhetorical Device or Faulty Reasoning? (Black D Head)
			Student/Teacher	Activity	9781531127183	247	ConnSB: Question 1.
			Student/Teacher	Narrative	9781531127183	56	ConnSB: Paragraphs under head
			Teacher Only Teacher Only	Narrative Activity			
			Teacher Only Teacher Only	(Drop-down selection) (Drop-down selection)			
			Teacher Only Teacher Only	(Drop-down selection) (Drop-down selection)			
(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 purpose of rhetorical devices such as direct address and rhetorical questions and logical fallacies such as loaded language and sweeping generalizations	(ii) explain the purpose of logical fallacies	Student/Teacher	Narrative	9781531126025	190	EG: Faulty Reasoning and Logical Fallacies (Black D Head)
			Student/Teacher	Activity	9781531127183	305	ConnSB: Activity after reading
			Student/Teacher	Narrative	9781531127183	304-305	ConnSB: Paragraphs at bottom and top of pages
			Student/Teacher	Narrative	9781531127183	217	ConnSB: First paragraph
			Student/Teacher	Narrative	9781531127183	304	ConnSB: Making Connections
			Teacher Only Teacher Only	Narrative Activity			
			Teacher Only Teacher Only	(Drop-down selection) (Drop-down selection)			
			Teacher Only Teacher Only	(Drop-down selection) (Drop-down selection)			
(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 (Black B_head)
			Student/Teacher	Activity	9781531127183	99	ConnSB: Prepare to Write
			Student/Teacher	Narrative	9781531126025	63	EG: Determining the Genre (Blue runin Head)
			Student/Teacher Student/Teacher	Narrative (Drop-down selection)	9781531127183	325	ConnSB: Prepare to Write
			Teacher Only Teacher Only	Narrative Activity			
			Teacher Only Teacher Only	(Drop-down selection) (Drop-down selection)			
			Teacher Only Teacher Only	(Drop-down selection) (Drop-down selection)			

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, details, and examples	(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 (Black B_head)
			Student/Teacher	Activity	9781531127183	105	ConnSB: Students write essay based on sample outline
			Student/Teacher	Narrative	9781531126025	83	EG: Sample outline, Section I, "Introduction"
			Student/Teacher	Activity	9781531127183	220	ConnSB: Students write essay based on sample outline
			Student/Teacher	(Drop-down selection)			
			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, details, and examples	(ii) develop drafts into a focused piece of writing by organizing with purposeful structure, including transitions	Student/Teacher	Narrative	9781531126025	7	EG: Focusing: Choose and Limit a Subject (Black B_head)
			Student/Teacher	Activity	9781531127183	107	ConnSB: Second Peer Review
			Student/Teacher	Narrative	9781531126025	28	EG: Connect, Connect, Connect (Blue runin Head)
			Student/Teacher	Activity	9781531127183	222	ConnSB: Use Transitions
			Student/Teacher	(Drop-down selection)			
			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, details, and examples	(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 (Blue runin Head)
			Student/Teacher	Activity	9781531127183	105	ConnSB: First Draft
			Student/Teacher	Narrative	9781531126025	56	EG: Coherence (Blue runin Head)
			Student/Teacher	Activity	9781531127183	220	ConnSB: Organize Ideas
			Student/Teacher	(Drop-down selection)			
			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, details, and examples	(iii) develop drafts into a focused piece of writing by organizing with purposeful structure, including coherence within paragraphs	Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

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, details, and examples	(iv) develop drafts into a focused piece of writing by organizing with purposeful structure, including coherence across paragraphs	Student/Teacher	Narrative	9781531126025	86	EG: Checking for Unity and Coherence (Blue runin Head)
			Student/Teacher	Activity	9781531127183	105	ConnSB: First Draft
			Student/Teacher	Narrative	9781531126025	112	EG: Check for Coherence (Blue runin Head)
			Student/Teacher	Activity	9781531127183	220	ConnSB: Organize Ideas
			Student/Teacher	(Drop-down selection)			
			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, details, and examples	(v) develop drafts into a focused piece of writing by organizing with purposeful structure, including a conclusion	Student/Teacher	Narrative	9781531126025	68	EG: conclusion (bold term in text)
			Student/Teacher	Activity	9781531127183	105	ConnSB: First Draft
			Student/Teacher	Narrative	9781531126025	220	EG: Drafting the Conclusion (Black B_head)
			Student/Teacher	Activity	9781531127183	220	ConnSB: Organize Ideas
			Student/Teacher	(Drop-down selection)			
			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, details, and examples	(vi) develop drafts into a focused piece of writing by developing an engaging idea reflecting depth of thought with specific facts	Student/Teacher	Narrative	9781531126025	8	EG: Focusing: Gathering Facts, Details, and Examples (Black B_head)
			Student/Teacher	Activity	9781531127183	102-104	ConnSB: Tables & writing activities
			Student/Teacher	Narrative	9781531126025	77	EG: Types of Details Used in Informative Essays (table)
			Student/Teacher	Activity	9781531127183	217	ConnSB: Students gather the information.
			Student/Teacher	(Drop-down selection)			
			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, details, and examples	(vii) develop drafts into a focused piece of writing by developing an engaging idea reflecting depth of thought with specific details	Student/Teacher	Narrative	9781531126025	8	EG: Focusing: Gathering Facts, Details, and Examples (Black B_head)
			Student/Teacher	Activity	9781531127183	102-104	ConnSB: Tables & writing activities
			Student/Teacher	Narrative	9781531126025	77	EG: Types of Details Used in Informative Essays (table)
			Student/Teacher	Activity	9781531127183	217	ConnSB: Students gather the information.
			Student/Teacher	(Drop-down selection)			
			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	9781531127183	102-104	ConnSB: Tables & writing activities
			Student/Teacher	Narrative	9781531126025	77	EG: Types of Details Used in Informative Essays (table)
			Student/Teacher	Activity	9781531127183	217	ConnSB: Students gather the information.
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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, details, and examples	(viii) develop drafts into a focused piece of writing by developing an engaging idea reflecting depth of thought with specific examples	Student/Teacher	Narrative	9781531126025	8	EG: Focusing: Gathering Facts, Details, and Examples (Black B_head)
			Student/Teacher	Activity	9781531127183	102-104	ConnSB: Tables & writing activities
			Student/Teacher	Narrative	9781531126025	77	EG: Types of Details Used in Informative Essays (table)
			Student/Teacher	Activity	9781531127183	217	ConnSB: Gather Information
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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, details, and examples	(ix) develop drafts into a structured piece of writing by organizing with purposeful structure, including an introduction	Student/Teacher	Narrative	9781531126025	66	EG: Drafting the Introduction (Black B_head)
			Student/Teacher	Activity	9781531127183	105	ConnSB: Organize Ideas: Students write essay based on sample outline
			Student/Teacher	Narrative	9781531126025	83	EG: Drafting the Introduction and Thesis Statement (Black B_head)
			Student/Teacher	Activity	9781531127183	220	ConnSB: Students write essay based on sample outline
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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, details, and examples	(x) develop drafts into a structured piece of writing by organizing with purposeful structure, including transitions	Student/Teacher	Narrative	9781531126025	7	EG: Focusing: Depth of Thought (Black B_head)
			Student/Teacher	Activity	9781531127183	107	ConnSB: Second Peer Review

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	28	EG: Connect, Connect,
			Student/Teacher	Activity	9781531127183	222	Connect (Blue runin Head)
			Student/Teacher	(Drop-down selection)			ConnSB: Use Transitions
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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, details, and examples	(xi) 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 (Blue runin Head)
			Student/Teacher	Activity	9781531127183	105	ConnSB: Organize Ideas: Students write essay based on sample outline
			Student/Teacher	Narrative	9781531126025	56	EG: Coherence (Blue runin Head)
			Student/Teacher	Activity	9781531127183	220	ConnSB: Students write essay based on sample outline
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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, details, and examples	(xii) develop drafts into a structured piece of writing by organizing with purposeful structure, including coherence across paragraphs	Student/Teacher	Narrative	9781531126025	86	EG: Checking for Unity and Coherence (Blue runin Head)
			Student/Teacher	Activity	9781531127183	105	ConnSB: Organize Ideas: Students write essay based on sample outline
			Student/Teacher	Narrative	9781531126025	112	EG: Check for Coherence (Blue runin Head)
			Student/Teacher	Activity	9781531127183	220	ConnSB: Organize Ideas: Students write essay based on sample outline
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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, details, and examples	(xiii) develop drafts into a structured piece of writing by organizing with purposeful structure, including a conclusion	Student/Teacher	Narrative	9781531126025	68	EG: conclusion (bold term in text)
			Student/Teacher	Activity	9781531127183	105	ConnSB: Organize Ideas
			Student/Teacher	Narrative	9781531126025	85	EG: Drafting the Conclusion (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	9781531127183	220	ConnSB: Students write essay based on sample outline
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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, details, and examples	(xiv) develop drafts into a structured piece of writing by developing an engaging idea reflecting depth of thought with specific facts	Student/Teacher	Narrative	9781531126025	8-10	EG: Focusing: Gathering Facts, Details, and Examples (Black B_head) and following section
			Student/Teacher	Activity	9781531127183	102-104	ConnSB: Tables & writing activities
			Student/Teacher	Narrative	9781531126025	77	EG: Gather Information and List Details (Blue runin Head)
			Student/Teacher	Activity	9781531127183	217	ConnSB: Students gather the information.
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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, details, and examples	(xv) develop drafts into a structured piece of writing by developing an engaging idea reflecting depth of thought with specific details	Student/Teacher	Narrative	9781531126025	8-10	EG: Focusing: Gathering Facts, Details, and Examples (Black B_head) and following section
			Student/Teacher	Activity	9781531127183	102-104	ConnSB: Tables & writing activities
			Student/Teacher	Narrative	9781531126025	77	EG: Gather Information and List Details (Blue runin Head)
			Student/Teacher	Activity	9781531127183	217	ConnSB: Students gather the information.
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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, details, and examples	(xvi) develop drafts into a structured piece of writing by developing an engaging idea reflecting depth of thought with specific examples	Student/Teacher	Narrative	9781531126025	8-10	EG: Focusing: Gathering Facts, Details, and Examples (Black B_head) and following section
			Student/Teacher	Activity	9781531127183	102-104	ConnSB: Tables & writing activities
			Student/Teacher	Narrative	9781531126025	25	EG: Developing Details and Examples (Black B_head)
			Student/Teacher	Activity	9781531127183	217	ConnSB: Students gather the information.
			Student/Teacher	(Drop-down selection)			

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 selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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, details, and examples	(xvii) develop drafts into a coherent piece of writing by organizing with purposeful structure, including an introduction	Student/Teacher	Narrative	9781531126025	11-12	EG: Organizing (Black B_head)
			Student/Teacher	Activity	9781531127183	105	ConnSB: Organize Ideas: Students write essay based on sample outline
			Student/Teacher	Narrative	9781531126025	66	EG: Drafting the Introduction (Black B_head)
			Student/Teacher	Activity	9781531127183	220	ConnSB: Students write essay based on sample outline
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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, details, and examples	(xviii) develop drafts into a coherent piece of writing by organizing with purposeful structure, including transitions	Student/Teacher	Narrative	9781531126025	28-29	EG: blue run-in head and following section
			Student/Teacher	Activity	9781531127183	107	ConnSB: Second Peer Review
			Student/Teacher	Narrative	9781531126025	123	EG: Organizing Details (Blue runin Head) and following
			Student/Teacher	Activity	9781531127183	222	ConnSB: Use Transitions
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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, details, and examples	(xix) develop drafts into a coherent piece of writing by organizing with purposeful structure, including coherence within paragraphs	Student/Teacher	Narrative	9781531126025	56	EG: Coherence (Blue runin Head)
			Student/Teacher	Activity	9781531127183	105	ConnSB: Organize Ideas: Students write essay based on sample outline
			Student/Teacher	Narrative	9781531126025	28	EG: Connect, Connect, Connect (Blue runin Head) and following section
			Student/Teacher	Activity	9781531127183	220	ConnSB: Organize Ideas: Students write essay based on sample outline
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			

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	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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, details, and examples	(xx) develop drafts into a coherent piece of writing by organizing with purposeful structure, including coherence across paragraphs	Student/Teacher	Narrative	9781531126025	56-57	EG: Coherence (Blue runin Head) and following section
			Student/Teacher	Activity	9781531127183	105	ConnSB: Organize Ideas: Students write essay based on sample outline
			Student/Teacher	Narrative	9781531126025	28-29	EG: Connect, Connect, Connect (Blue runin Head) and following section
			Student/Teacher	Activity	9781531127183	220	ConnSB: Organize Ideas: Students write essay based on sample outline
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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, details, and examples	(xxi) develop drafts into a coherent piece of writing by organizing with purposeful structure, including a conclusion	Student/Teacher	Narrative	9781531126025	68	EG: Drafting the Conclusion (Black B_head)
			Student/Teacher	Activity	9781531127183	105	ConnSB: Students write essay based on sample outline
			Student/Teacher	Narrative	9781531126025	85	EG: Drafting the Conclusion (Black B_head)
			Student/Teacher	Activity	9781531127183	220	ConnSB: Students write essay based on sample outline
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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, details, and examples	(xxii) develop drafts into a coherent piece of writing by developing an engaging idea reflecting depth of thought with specific facts	Student/Teacher	Narrative	9781531126025	8-10	EG: Focusing: Gathering Facts, Details, and Examples (Black B_head) and following section
			Student/Teacher	Activity	9781531127183	102-104	ConnSB: Tables & writing activities
			Student/Teacher	Narrative	9781531126025	96-97	EG: Facts and Opinions (Black B_head) and following section
			Student/Teacher	Activity	9781531127183	217	ConnSB: Students gather the information.
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			

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	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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, details, and examples	(xxiii) develop drafts into a coherent piece of writing by developing an engaging idea reflecting depth of thought with specific details	Student/Teacher	Narrative	9781531126025	8-10	EG: Focusing: Gathering Facts, Details, and Examples (Black B_head) and following section
			Student/Teacher	Activity	9781531127183	102-104	ConnSB: Tables & writing activities
			Student/Teacher	Narrative	9781531126025	64	EG: Listing Supporting Details (Blue runin Head) section and table
			Student/Teacher	Activity	9781531127183	217	ConnSB: Students gather the information.
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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, details, and examples	(xxiv) develop drafts into a coherent piece of writing by developing an engaging idea reflecting depth of thought with specific examples	Student/Teacher	Narrative	9781531126025	8-10	EG: Focusing: Gathering Facts, Details, and Examples (Black B_head) and following section
			Student/Teacher	Activity	9781531127183	102-104	ConnSB: Tables & writing activities
			Student/Teacher	Narrative	9781531126025	77	EG: Depth of Thought (Blue runin Head) section and table that follows
			Student/Teacher	Activity	9781531127183	217	ConnSB: Students gather the information.
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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	112	EG: Check for Clarity (Blue runin Head)
			Student/Teacher	Activity	9781531127183	106	ConnSB: Students revise draft based on first peer review process.
			Student/Teacher	Narrative	9781531126025	87	EG: As You Revise: Colorful Verbs (purple head and content of box)
			Student/Teacher	Activity	9781531127183	222	ConnSB: Students revise draft based on first peer review process.
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

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:	(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 (checklist head)
			Student/Teacher	Activity	9781531127183	106	ConnSB: Students revise draft based on first peer review process.
			Student/Teacher	Narrative	9781531126025	16	EG: Content and Development of Ideas (checklist head)
			Student/Teacher	Activity	9781531127183	222	ConnSB: Students revise draft based on first peer review process.
			Student/Teacher	(Drop-down selection)			
			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:	(C) revise drafts for clarity, development, organization, style, word choice, and sentence variety	(iii) revise drafts for organization	Teacher Only	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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	70	EG: Organization, Structure, and Focus (checklist head)
			Student/Teacher	Activity	9781531127183	106	ConnSB: Students revise draft based on first peer review process.
			Student/Teacher	Narrative	9781531126025	213-214	EG: Revising and Editing (Blue A Head) following content and checklist
			Student/Teacher	Activity	9781531127183	222	ConnSB: Students revise draft based on first peer review process.
			Student/Teacher	(Drop-down selection)			
			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:	(C) revise drafts for clarity, development, organization, style, word choice, and sentence variety	(iv) revise drafts for style	Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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	33	EG: writing style (bold term in text)
			Student/Teacher	Activity	9781531127183	107	ConnSB: Students revise draft based on second review criteria.
			Student/Teacher	Narrative	9781531126025	114	EG: Style and Voice (checklist head)
			Student/Teacher	Activity	9781531127183	223	ConnSB: Students revise draft based on second review criteria.
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

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:	(C) revise drafts for clarity, development, organization, style, word choice, and sentence variety	(v) revise drafts for word choice	Student/Teacher	Narrative	9781531126025	164	EG: Word Choice (checklist head)
			Student/Teacher	Activity	9781531126025	345	EG: As You Revise: Word Choice (Purple head and following)
			Student/Teacher	Narrative	9781531126025	43	EG: Empty Expressions (Blue run-in Head)
			Student/Teacher	Activity	9781531126025	145	EG: As You Write: Word Choice (Purple head and following)
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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	37-39	EG: Sentence Combining (Black B_head) and following section
			Student/Teacher	Activity	9781531127183	107	ConnSB: Students revise draft based on second review criteria.
			Student/Teacher	Narrative	9781531126025	39	EG: Creating Sentence Variety (Black B_head) and following section content
			Student/Teacher	Activity	9781531127183	223	ConnSB: Students revise draft based on second review criteria.
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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) pronoun-antecedent agreement (vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor; (vii) correct capitalization; (viii) punctuation, including commas to set off words, phrases, and clauses, and semicolons; 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	9781531127183	281	ConnSB: Language: Subject and Verb Agreement

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	259	EG: As You Edit: Prepositional Phrases and Subject-Verb Agreement(As You head)
			Student/Teacher	Narrative	9781531126025	255	EG: As You Revise: Word Choice(As You head)
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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) pronoun-antecedent agreement (vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor; (vii) correct capitalization; (viii) punctuation, including commas to set off words, phrases, and clauses, and semicolons; 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	9781531129071	156	Skbk: p. 156 Identifying Run-on Sentences (all items)
			Student/Teacher	Narrative	9781531126025	187-188	EG: As You Edit: Run- ons, Splices, and Complex Sentences(As You head)
			Student/Teacher	Activity	9781531129071	157	Skbk: p. 157 Identifying Run-on Sentences (all items)
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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) pronoun-antecedent agreement (vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor; (vii) correct capitalization; (viii) punctuation, including commas to set off words, phrases, and clauses, and semicolons; 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	9781531129071	158	Skbk: p. 158 Correcting Run-on 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	Narrative	9781531126025	187-188	EG: 21 B Run-on Sentences (Blue A_Head)
			Student/Teacher	Activity	9781531129071	189	Skbk: p. 156 Identifying Run-on Sentences (all items)
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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) pronoun-antecedent agreement (vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor; (vii) correct capitalization; (viii) punctuation, including commas to set off words, phrases, and clauses, and semicolons; 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	9781531129071	58	Skbk: p. 148 Correcting Sentence Fragments (all items)
			Student/Teacher	Narrative	9781531126025	187-188	EG: Sentence Fragments (Blue runin Head)
			Student/Teacher	Activity	9781531129071	189	Skbk: p. 159 Mixed Practice Sentence Fragments and Run-ons (all items)
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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) pronoun-antecedent agreement (vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor; (vii) correct capitalization; (viii) punctuation, including commas to set off words, phrases, and clauses, and semicolons; and (ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too	(v) edit drafts using standard English conventions, including consistent, appropriate use of verb tenses	Student/Teacher	Narrative	9781531126025	59	EG: As You Edit Verb Tense(As You head)
			Student/Teacher	Activity	9781531127183	93	ConnSB: Language: Consistent Verb Tenses
			Student/Teacher	Narrative	9781531126025	308	EG: 22 B Tenses of Verbs (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	9781531129071	180	Skbk: p. 180 Correcting Shifts in Verb Tense (all items)
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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) pronoun-antecedent agreement (vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor; (vii) correct capitalization; (viii) punctuation, including commas to set off words, phrases, and clauses, and semicolons; 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 run in Head)
			Student/Teacher	Activity	9781531126025	399	EG: As You Edit: Semicolons, Commas, and Clauses (As You head)
			Student/Teacher	Narrative	9781531126025	399	EG: As You Edit: Conjunctive Adverbs and Transitions (As You head)
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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) pronoun-antecedent agreement (vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor; (vii) correct capitalization; (viii) punctuation, including commas to set off words, phrases, and clauses, and semicolons; 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	9781531129071	77	Skbk: p. 77 Supplying Prepositions (all items)
			Student/Teacher	Narrative	9781531126025	263	EG: As You Write (As You head)
			Student/Teacher	Activity	9781531129071	81	Skbk: p. 81 Preposition or Adverb? (all items)
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			

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	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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) pronoun-antecedent agreement (vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor; (vii) correct capitalization; (viii) punctuation, including commas to set off words, phrases, and clauses, and semicolons; 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	9781531129071	78	Skbk: p. 78 Finding Prepositional Phrases (all items)
			Student/Teacher	Narrative	9781531126025	272	EG: As You Revise: Check for Clarity(As You head)
			Student/Teacher	Activity	9781531129071	106	Skbk: p. 106 Correcting Sentences with Misplaced Adjective Phrases (all items)
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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) pronoun-antecedent agreement (vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor; (vii) correct capitalization; (viii) punctuation, including commas to set off words, phrases, and clauses, and semicolons; 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 [the] influence [of prepositional phrases] on subject-verb agreement	Student/Teacher	Narrative	9781531126025	337	EG: 24 B_3 Interrupting Words (Black B_head)
			Student/Teacher	Activity	9781531129071	225	Skbk: p. 225 Making Interrupted Subjects and Verbs Agree (all items)
			Student/Teacher	Narrative	9781531126025	338	EG: inverted order (bold term in text)
			Student/Teacher	Activity	9781531129071	244	Skbk: p. 244 Mixed Practice Subject and Verb Agreement (all items)
			Student/Teacher	(Drop-down selection)			
			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	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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) pronoun-antecedent agreement (vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor; (vii) correct capitalization; (viii) punctuation, including commas to set off words, phrases, and clauses, and semicolons; 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 pronoun-antecedent agreement	Student/Teacher	Narrative	9781531126025	234	EG: 13 B_1 Antecedents (Black B_head)
			Student/Teacher	Activity	9781531129071	207	Skbk: p. 207 Making Pronouns and Their Antecedents Agree (all items)
			Student/Teacher	Narrative	9781531126025	328	EG: 23 B Pronouns and Their Antecedents (Blue A_head)
			Student/Teacher	Activity	9781531129071	210	Skbk: p. 210 Correcting Errors with Pronouns and Their Antecedents (all items)
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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) pronoun-antecedent agreement (vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor; (vii) correct capitalization; (viii) punctuation, including commas to set off words, phrases, and clauses, and semicolons; 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)
			Student/Teacher	Activity	9781531129071	131	Skbk: p. 131 Writing Sentences with Adverb Clauses (all items)
			Student/Teacher	Narrative	9781531126025	291	EG: As You Write: Adverb Clauses(As You head)
			Student/Teacher	Activity	9781531129071	146	Skbk: p. 146 Mixed Practice Kinds of sentences (all items)
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			

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	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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) pronoun-antecedent agreement (vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor; (vii) correct capitalization; (viii) punctuation, including commas to set off words, phrases, and clauses, and semicolons; 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	9781531129071	84	Skbk: p. 84 Finding Conjunctions and Interjections (all items)
			Student/Teacher	Narrative	9781531126025	261	EG: Conjunctive Adverbs (Blue runin Head)
			Student/Teacher	Activity	9781531129071	88	Skbk: p. 88 Writing Sentences with Different Parts of Speech (all items)
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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) pronoun-antecedent agreement (vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor; (vii) correct capitalization; (viii) punctuation, including commas to set off words, phrases, and clauses, and semicolons; 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 correct capitalization	Student/Teacher	Narrative	9781531126025	361	EG: 26 a First Words and the Pronoun I (Blue A_head)
			Student/Teacher	Activity	9781531129071	356-357	Skbk: p. 289 Using Capital Letters (all items)
			Student/Teacher	Narrative	9781531126025	362	EG: 26 B Proper Nouns and Adjectives (Blue A_head)
			Student/Teacher	Activity	9781531129071	285	Skbk: p. 285 Mixed Practice Capital Letters (all items)
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			

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 selection) (Drop-down selection)			
(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) pronoun-antecedent agreement (vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor; (vii) correct capitalization; (viii) punctuation, including commas to set off words, phrases, and clauses, and semicolons; 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 punctuation, including commas to set off words	Student/Teacher	Narrative	9781531126025	379	EG: 27 B_4 Introductory Elements (Black B_head)
			Student/Teacher	Activity	9781531129071	151	Skbk: p. 306 Using Commas with Introductory Elements (all items)
			Student/Teacher	Activity	9781531126025	156	EG: As You Edit: Introductory Elements and Commas(As You head)
			Student/Teacher	Activity	9781531129071	313	Skbk: p. 313 Correcting for Commas with Direct Address (all items)
			Student/Teacher Teacher Only Teacher Only Teacher Only Teacher Only	(Drop-down selection) Narrative Activity (Drop-down selection) (Drop-down selection) (Drop-down selection)			
(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) pronoun-antecedent agreement (vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor; (vii) correct capitalization; (viii) punctuation, including commas to set off words, phrases, and clauses, and semicolons; 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 punctuation, including commas to set off phrases	Student/Teacher	Narrative	9781531126025	379	EG: Prepositional Phrases (Blue runin Head)
			Student/Teacher	Activity	9781531126025	275	EG: As You Edit: Nonrestrictive Phrases and Commas(As You head)
			Student/Teacher	Narrative	9781531126025	279	EG: As You Edit: Participial Phrases and Commas(As You head)
			Student/Teacher	Activity	9781531129071	112	Skbk: Punctuating Sentences with Appositives or Appositive Phrases (all items)
			Student/Teacher Teacher Only Teacher Only	(Drop-down selection) Narrative Activity			

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			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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) pronoun-antecedent agreement (vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor; (vii) correct capitalization; (viii) punctuation, including commas to set off words, phrases, and clauses, and semicolons; 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 punctuation, including commas to set off clauses	Student/Teacher	Narrative	9781531126025	288	EG: As You Edit: Restrictive and Nonrestrictive Adjective Clauses(As You head)
			Student/Teacher	Activity	9781531129071	132	Skbk: p. 132 Punctuating Sentences with Adverb Clauses (all items)
			Student/Teacher	Narrative	9781531126025	294	EG: As You Edit: Complex Sentences(As You head)
			Student/Teacher	Activity	9781531129071	145	Skbk: p. 145 Punctuating Complex Sentences (all items)
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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) pronoun-antecedent agreement (vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor; (vii) correct capitalization; (viii) punctuation, including commas to set off words, phrases, and clauses and semicolons; 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, including semicolons	Student/Teacher	Narrative	9781531126025	398	EG: 29 B Semicolons (Blue A_Head)
			Student/Teacher	Activity	9781531129071	362	Skbk: p. 362 Using Semicolons (all items)
			Student/Teacher	Narrative	9781531126025	400	EG: 29 B_3 Semicolons in a Series (Black B_head)
			Student/Teacher	Activity	9781531129071	371	Skbk: p. 371 Mixed Practice Punctuation (all items)
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

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) pronoun-antecedent agreement (vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor; (vii) correct capitalization; (viii) punctuation, including correct commas to set off words, phrases, and clauses, and semicolons; 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 correct spelling, including commonly confused terms	Student/Teacher	Narrative	9781531126025	374-375	EG: their, there, they're (Glossary Entry)
			Student/Teacher	Activity	9781531127183	375-376	ConnSB: Commonly Confused Words
			Student/Teacher	Narrative	9781531126025	351	EG: accept, except (Glossary Entry)
			Student/Teacher	Activity	9781531129071	269	Skbk: p. 269 Recognizing Correct Usage (all items)
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(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: Publishing Options (Black D Head)
			Student/Teacher	Activity	9781531127183	224	ConnSB: Final Text
			Student/Teacher	Narrative	9781531126025	89	EG: Publishing (Blue A Head)
			Student/Teacher	Activity	9781531127183	436	ConnSB: Final Essay
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(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	9781531127183	41	ConnSB: Change the Point of View
			Student/Teacher	Activity	9781531127183	41	ConnSB: Change the Point of View
			Student/Teacher	Narrative	9781531127183	245	ConnSB: Write a Narrative
			Student/Teacher	Activity	9781531127183	245	ConnSB: Write a Narrative
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(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	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(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	9781531127183	41	ConnSB: Change the Point of View
			Student/Teacher	Narrative	9781531126025	28	EG: Replace Vague with Concrete Details (Blue runin Head)
			Student/Teacher	Activity	9781531127183	245	ConnSB: Write a Narrative
			Student/Teacher Teacher Only	(Drop-down selection) Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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 and 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 (Black B_head)
			Student/Teacher	Activity	9781531127183	76	ConnSB: Literary Analysis
			Student/Teacher	Narrative	9781531126025	76	EG: Questions to Ask to Limit a Subject (Black B_head)
			Student/Teacher	Activity	9781531127183	219	ConnSB: My central idea statement:
			Student/Teacher Teacher Only	(Drop-down selection) Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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 and 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	9781531127183	76	ConnSB: Literary Analysis
			Student/Teacher	Narrative	9781531126025	77	EG: Focusing Your Subject (Black B_head)
			Student/Teacher	Activity	9781531127183	221	ConnSB: First Draft
			Student/Teacher Teacher Only	(Drop-down selection) Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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 and 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)
			Student/Teacher	Activity	9781531127183	76	ConnSB: Literary Analysis
			Student/Teacher	Narrative	9781531126025	83	EG: Writing a First Draft (Blue A_head)
			Student/Teacher	Activity	9781531127183	221	ConnSB: First Draft
			Student/Teacher Teacher Only	(Drop-down selection) Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(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 (Black B_head)
			Student/Teacher	Activity	9781531127183	24	ConnSB: Argumentative Essay
			Student/Teacher	Narrative	9781531126025	97	EG: The Rhetoric of Persuasion (Blue A_head)
			Student/Teacher	Activity	9781531127183	105	ConnSB: First Draft
			Teacher Only	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
(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	102-112	EG: Crafting an Argument (Blue A_head) and following
			Student/Teacher	Activity	9781531127183	24	ConnSB: Argumentative Essay
			Student/Teacher	Narrative	9781531126025	113	EG: Argumentative Writing Checklist
			Student/Teacher	Activity	9781531127183	105	ConnSB: First Draft
			Teacher Only	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
(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	9781531127183	244-245	ConnSB: Project Based Assessment: Letter to the Principal
			Teacher Only	(Drop-down selection)			
			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	(i) generate student-selected questions for formal inquiry	Student/Teacher	Narrative	9781531126025	185	EG: The Process of Inquiry (Blue A_head)
			Student/Teacher	Activity	9781531127183	170	ConnSB: Investigative Report
			Student/Teacher	Narrative	9781531126025	187	EG: Developing Inquiry Questions (Black B_head)
			Student/Teacher	Activity	9781531127183	431-432	ConnSB: Gather Ideas
			Teacher Only	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

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 selection)			
(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	Student/Teacher	Narrative	9781531126025	185	EG: The Process of Inquiry (Blue A_Head)
			Student/Teacher	Activity	9781531127183	430-432	ConnSB: Gather Ideas and question organizer
			Student/Teacher	Narrative	9781531126025	187	EG: Developing Inquiry Questions (Black B_head)
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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	Student/Teacher	Narrative	9781531126025	185	EG: The Process of Inquiry (Blue A_Head)
			Student/Teacher	Activity	9781531127183	440-441	ConnSB: Your Assignment: Writing Prompt
			Student/Teacher	Narrative	9781531126025	187	EG: Developing Inquiry Questions (Black B_head)
			Student/Teacher	Activity	9781531127183	429	ConnSB: Writing Prompt and organizer that follows
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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	9781531127183	440-441	ConnSB: Your Assignment: Writing Prompt
			Student/Teacher	Narrative	9781531126025	187	EG: Developing Inquiry Questions (Black B_head)
			Student/Teacher	Activity	9781531127183	429	ConnSB: Writing Prompt and organizer that follows
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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	6-7	EG: Planning: Finding a Subject (Black D Head)
			Student/Teacher	Activity	9781531127183	216	ConnSB: Brainstorm
			Student/Teacher	Narrative	9781531126025	187-188	EG: Develop a Plan for Research: Finding a Subject (Black D Head)
			Student/Teacher	Activity	9781531127183	430	ConnSB: Brainstorm
			Student/Teacher	(Drop-down selection)			
			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	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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	187-188	EG: Develop a Plan for Research: Finding a Subject (Black D Head)
			Student/Teacher	Activity	9781531127183	430	ConnSB: Brainstorm
			Student/Teacher	Narrative	9781531126025	185	EG: The Process of Inquiry Organizer
			Student/Teacher	Narrative	9781531127183	434	ConnSB: First paragraph after organizer
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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 (Black B_head)
			Student/Teacher	Activity	9781531127183	102	ConnSB: Generate Ideas
			Student/Teacher	Narrative	9781531126025	193	EG: second full paragraph ("To make it easier to identify...")
			Student/Teacher	Activity	9781531127183	218	ConnSB: Gather Information
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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: Finding Sources (Black B_head)
			Student/Teacher	Activity	9781531127183	172	ConnSB: Project-Based Assessments: Digital Presentation (Second Paragraph)
			Student/Teacher	Narrative	9781531126025	106	EG: Checklist for Evaluating Print Sources (checklist head)
			Student/Teacher	Activity	9781531127183	172	ConnSB: Conduct Research (head; second paragraph and list of questions)
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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: Strategies for Gathering Information (checklist 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	9781531127183	172	ConnSB: Project-Based Assessments; Digital Presentation (three paragraphs and bullet list under head)
			Student/Teacher	Narrative	9781531126025	187-188	EG: Strategies for Gathering Information (Black D Head) and following bullet items
			Student/Teacher	Activity	9781531127183	217	ConnSB: Gather Information
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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	9781531126025	194-195	EG: Types of Sources (Black B_head) content under blue runin heads: Primary Sources and Secondary Sources
			Student/Teacher	Activity	9781531127183	358	ConnSB: #2 in list (Conduct Research)
			Student/Teacher	Narrative	9781531126025	187	EG: Finding Sources (Black B_head)
			Student/Teacher	Narrative	9781531127183	377	ConnSB: Argumentative Essay (Second paragraph under head)
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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	157	EG: Synthesizing Personal and Literary Responses (Blue runin Head)
			Student/Teacher	Activity	9781531127183	172	ConnSB: Compare and Contrast Essay
			Student/Teacher	Narrative	9781531126025	435	EG: Focused Re-reading of Fiction and Drama (table: Themes row)
			Student/Teacher	Activity	9781531127183	215	ConnSB: Brainstorm
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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	193	EG: (first partial paragraph and list with purple heads that follow.)
			Student/Teacher	Activity	9781531127183	433	ConnSB: Take Notes
			Student/Teacher	Narrative	9781531126025	209	EG: Citing Sources (Black D Head; second paragraph under head)
			Student/Teacher	Activity	9781531127183	373	ConnSB: Focus on Analyzing a Fictional Account #of a Historical Event (first two paragraphs under head and organizer)

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 selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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	106-107	EG: Evaluating Sources (Black B_head and following including the two checklists)
			Student/Teacher	Activity	9781531127183	58	ConnSB: Project-Based Presentation: Digital Presentation head and content that follows, including the bullet list.
			Student/Teacher	Narrative	9781531126025	188	EG: Evaluating Sources (Black B_head and following, including the checklist)
			Student/Teacher	Activity	9781531127183	171-172	ConnSB: Compare & Contrast Essay (head and content that follows, including bullet list that ends halfway down page 172)
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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	106-107	EG: Evaluating Sources (Black B_head and following including the two checklists)
			Student/Teacher	Activity	9781531127183	58	ConnSB: Project-Based Presentation: Digital Presentation head and content that follows, including the bullet list.
			Student/Teacher	Narrative	9781531126025	188	EG: Evaluating Sources (Black B_head and following, including the checklist)
			Student/Teacher	Activity	9781531127183	171-172	ConnSB: Compare & Contrast Essay (head and content that follows, including bullet list that ends halfway down page 172)
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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	9781531126025	189	EG: Special Interests (purple run-in head at top of page)
			Student/Teacher	Activity	9781531127183	58	ConnSB: Digital Presentation
			Student/Teacher	Narrative	9781531126025	190	EG: Analyze the Argument (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	9781531127183	171-173	ConnSB: Compare & Contrast Essay
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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	9781531127183	304	ConnSB: Making Connections
			Student/Teacher	Activity	9781531127183	305	ConnSB: Making Connections
			Student/Teacher	Narrative	9781531126025	191	EG: Rhetorical Device or Faulty Reasoning? (Black D Head)
			Student/Teacher	Activity	9781531127183	185-187	ConnSB: Focus on Evaluating Reasons and Evidence (graphic organizer form)
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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	209-212	EG: Citing Sources (Black D Head and following content)
			Student/Teacher	Activity	9781531127183	434	ConnSB: First Draft
			Student/Teacher	Narrative	9781531127183	434	ConnSB: First Draft
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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 (Black B_head)
			Student/Teacher	Activity	9781531127183	221	ConnSB: First Draft
			Student/Teacher	Narrative	9781531126025	192	EG: Paraphrase, Don't Plagiarize (Blue runin Head)
			Student/Teacher	Activity	9781531127183	433	ConnSB: Take Notes
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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	9781531127183	58	ConnSB: Digital Presentation

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	21	EG: Publishing Options (Black D Head)
			Student/Teacher	Activity	9781531127183	59	Conn5B: Roundtable Discussion
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

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					
Courses	110.23. English Language Arts and Reading, Grade 7					
Publisher	Perfection Learning Corporation					
Program Title	Connections, Grade 7					
Program ISBN	9781531125837					
(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	9781531127220	xvii	TWE: Student Handout: Annotating a Text (twe)
				9781531127183	46	Conn_gr7: Preview Concepts
				9781531127183	99	Conn_gr7: Writing Prompt
				9781531127183	100	Conn_gr7: The Writing Process: Brainstorming
(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	9781531127183	163	Conn_gr7: Write
				9781531127183	51	Conn_gr7: Focus on Making Inferences
				9781531127183	100	Conn_gr7: The Writing Process: Brainstorm
				9781531127183	108	Conn_gr7: Final Peer Review
(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

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	(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	9781531127183	327	Conn_gr7: The Technology
				9781531127220	53	ELL Resource: Student Handout: Compare and Contrast Text Structures: Compare and Contrast
				9781531127183	75-76	Conn_gr7: Pictorial Presentation
				9781531127183	153	Conn_gr7: Draw a Diagram
(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	9781531127183	319-320	Conn_gr7: Project-Based Assessments: Develop a Public Service Announcement; Roundtable Discussion
				9781531127220	36-39	ELL Resource: Sentence Frames (Units 2-4)
				9781531127183	350	Conn_gr7: Speak and Listen
				9781531127183	355	Conn_gr7: Speak and Listen
(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

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	(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
(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

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	(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
(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

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:	(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
(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	9781531127220	14	ELL Resource: Student Handout: General Expressions in the Classroom
				9781531127220	49	ELL Resource: Student Handout: Frayer Model
				9781531127183	17	Conn. gr7: Speak and Listen
				9781531127183	150	Conn. gr7: 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	(iv) learn academic vocabulary heard during classroom instruction and interactions	T: K–12 S: 6–12	9781531127220	14	ELL Resource: General Expressions for the Classroom
				9781531127183	17	Conn_gr7: Speak and Listen
				9781531127183	20	Conn_gr7: Speak and Listen
				9781531127183	36	Conn_gr7: 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:	(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
(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	9781531127183	37	Conn_gr7: Speak and Listen
				9781531127183	75	Conn_gr7: Speak and Listen
				9781531127183	131	Conn_gr7: Speak and Listen
				9781531127183	150	Conn_gr7: 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:	(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
(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	9781531127183	277	Conn_gr7: Video Version of "Robots Are Slowly Taking Over the Job Market"
				9781531127183	381	Conn_gr7: Oral Presentation
				9781531127183	296	Conn_gr7: Speak and Listen
				9781531127183	201	Conn_gr7: 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:	(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

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:	(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	9781531127183	250	Conn_gr7: Making Connections
				9781531127183	321	Conn_gr7: Instructions for Roundtable Discussion
				9781531127183	24	Conn_gr7: Instructions for Roundtable Discussion
				9781531127183	59	Conn_gr7: Expectations for Discussion

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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	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	(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	9781531127183	210	Conn_gr7: Expectation for Discussion; Instructions for Roundtable Discussion
				9781531127183	222	Conn_gr7: Steps for Peer Review
				9781531127183	320-321	Conn_gr7: Expectations for Discussion
				9781531127183	330	Conn_gr7: Steps for Peer Review
(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	9781531127220	14	ELL Resource: General Expressions for the Classroom
				9781531127220	36	ELL Resource: Sentence Frames (Unit 2). (Speak and Listen activities)
				9781531127220	34	ELL Resource: Sentence Frames (Unit 1). Chapter 1 Roundtable Discussion
				9781531127183	298	Conn. gr7: 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:	(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	9781531127220	34	ELL Resource: Unit 1 Write Activities: Chapter 1 Roundtable Discussion
				9781531127220	14	ELL Resource: General Expressions for the Classroom
				9781531127220	36-39	ELL Resource: Sentence Frames
				9781531127183	350	Conn. gr7: 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
(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	9781531127183	71	Conn_gr7: Speak and Listen
				9781531127183	37	Conn_gr7: Speak and Listen
				9781531127183	57	Conn_gr7: Speak and Listen
				9781531127183	206	Conn_gr7: 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:	(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	9781531127183	239	Conn_gr7: Speak and Listen
				9781531127183	255	Conn_gr7: Speak and Listen
				9781531127183	280	Conn_gr7: Speak and Listen
				9781531127183	347	Conn_gr7: 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:	(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	9781531127183	347	Conn_gr7: Speak and Listen
				9781531127183	355	Conn_gr7: Speak and Listen
				9781531127183	388	Conn_gr7: Speak and Listen
				9781531127183	405	Conn_gr7: 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:	(E) share information in cooperative learning interactions	(i) share information in cooperative learning interactions	T: K–12 S: 6–12	9781531127183	403	Conn_gr7: Speak and Listen
				9781531127183	417	Conn_gr7: Speak and Listen
				9781531127183	36-37	Conn_gr7: Speak and Listen
				9781531127183	55	Conn_gr7: 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	(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	9781531127220	14	ELL Resource: Student Handout: General Expressions in the Classroom
				9781531127220	34	ELL Resource: Unit 1 Write Activities: chapter 1 Roundtable Discussion
				9781531127220	36-39	ELL Resource: Sentence Frames, Speak and Listen
				9781531127183	57	Conn_gr7: 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	9781531127220	14	ELL Resource: Student Handout: General Expressions in the Classroom
				9781531127220	34	ELL Resource: Sentence Frames (Unit 1)
				9781531127220	36-39	ELL Resource: Sentence Frames (Units 2-4), Speak and Listen
				9781531127183	71	Conn_gr7: 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:	(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
(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

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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	9781531127183	131	Conn_gr7: Speak and Listen
				9781531127183	146	Conn_gr7: Speak and Listen
				9781531127183	164	Conn_gr7: Speak and Listen
				9781531127183	187	Conn_gr7: 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
(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

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:	(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	9781531127220	14	ELL Resource: Student Handout: General Expressions in the Classroom
				9781531127220	54	ELL Resource: Taking Notes
				9781531127220	53	ELL Resource: Compare and Contrast
				9781531127220	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	9781531127220	14	ELL Resource: Student Handout: General Expressions in the Classroom
				9781531127220	16-17	ELL Resource: Student Handout: Teaching Close reading Advertisement Activity
				9781531127220	61	ELL Resource: Text Structures: Problem and Solution
				9781531127220	62	ELL Resource: Text Structures: Description/List

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	(iii) comprehend English vocabulary used routinely in written classroom materials	T: K–12 S: 6–12	9781531127220	14	ELL Resource: Student Handout: General Expressions in the Classroom
				9781531127220	16-17	ELL Resource: Student Handout: Teaching Close reading Advertisement Activity
				9781531127220	61	ELL Resource: Text Structures: Problem and Solution
				9781531127220	62	ELL Resource: Text Structures: Description/List
(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	9781531127220	14	ELL Resource: Student Handout: General Expressions in the Classroom
				9781531127220	16-17	ELL Resource: Student Handout: Teaching Close reading Advertisement Activity
				9781531127220	61	ELL Resource: Text Structures: Problem and Solution
				9781531127220	62	ELL Resource: Text Structures: Description/List
(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	9781531127220	49-60	ELL Resource: Student Handout
				9781531127183	202	Conn_gr7: Second Read
				9781531127183	234	Conn_gr7: First Read: Analyzing Interactions of People, Ideas, and Events
				9781531127183	251	Conn_gr7: First Read: Determining a Central Idea

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:	(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
(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	9781531127220	16-17	ELL Resource: Student Handout: Close Reading Handouts
				9781531127220	51	ELL Resource: Student Handout: Main Idea and Supporting Details handout
				9781531127220	52	ELL Resource: Student Handout: Story Map
				9781531127220	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	9781531127220	16-17	ELL Resource: Student Handout: Close Reading Handouts
				9781531127220	51	ELL Resource: Student Handout: Main Idea and Supporting Details handout
				9781531127220	52	ELL Resource: Student Handout: Story Map
				9781531127220	60	ELL Resource: Student Handout: Claims, Reasons, and Evidence

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	(iii) use visual and contextual support to develop vocabulary needed to comprehend increasingly challenging language	T: K–12 S: 6–12	9781531127220	49	ELL Resource: Student Handout: Frayer Model
				9781531127220	50	ELL Resource: Student Handout: Word Web
				9781531127183	15-16	Conn_gr7: Second Read: Focus on Understanding Technical Terms
				9781531127183	51	Conn_gr7: Focus on Making Inferences
(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	9781531127183	15-16	Conn_gr7: Focus on Understanding Technical Terms
				9781531127183	72	Conn_gr7: Third Read: Determining Points of View
				9781531127183	89	Conn_gr7: Third Read: Comparing and Contrasting Arguments
				9781531127183	204	Conn_gr7: Third Read: Analyzing Points of View

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	(vi) use support from peers and teachers to read grade-appropriate content area text	T: K–12 S: 6–12	9781531127183	332	Conn_gr7: Individual Peer Review
				9781531127183	436	Conn_gr7: Final peer Review
				9781531127183	41	Conn_gr7: Steps for Peer Review
				9781531127183	106	Conn_gr7: First Peer Review
(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	9781531127183	332	Conn_gr7: Individual Peer Review
				9781531127183	436	Conn_gr7: Final peer Review
				9781531127183	41	Conn_gr7: Steps for Peer Review
				9781531127183	106	Conn_gr7: First Peer Review
(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	9781531127183	131	Conn_gr7: Language: Understanding Context Clues
				9781531127183	223	Conn_gr7: Second Peer Review
				9781531127183	239	Conn_gr7: Second Read: Analyzing Text Structure
				9781531127183	250	Conn_gr7: Making Connections (paragraph that begins "The first two stanzas...")

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	(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	9781531127183	435	Conn_gr7: Second Peer Review
				9781531127183	51-52	Conn_gr7: Focus on Making Inferences
				9781531127183	330	Conn_gr7: Revision
				9781531127183	347	Conn_gr7: Second Read: Analyzing How Point of View Affects a Story
(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	9781531127183	422-423	Conn_gr7: Language: Determining Word Meaning
				9781531127183	15-16	Conn_gr7: Second Read: Understanding Technical Terms
				9781531127183	20	Conn_gr7: Language: Prefixes, Suffixes, and Root Words
				9781531127183	131	Conn_gr7: Language: Understanding Context Clues
(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

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	9781531127183	131	Conn_gr7: Speak and Listen
				9781531127183	10	Conn_gr7: First Read: Summarizing a Text
				9781531127183	31	Conn_gr7: First Read: Analyzing Plot and Conflict
				9781531127183	83	Conn_gr7: First Read: Identifying Author's Purpose
(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	9781531127183	120	Conn_gr7: First Read: Making an Inference
				9781531127183	140	Conn_gr7: First Read: Analyzing Central Ideas
				9781531127183	159	Conn_gr7: First Read: Making an Inference
				9781531127183	178	Conn_gr7: First Read: Analyzing Interactions of Ideas, People, and Events
(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	9781531127183	13	Conn_gr7: Focus on Summarizing a Text
				9781531127220	54	ELL Resource: Student Handout: Taking Notes
				9781531127183	53	Conn_gr7: Second Read: Understanding Structure and Purpose
				9781531127183	65	Conn_gr7: Last paragraph under #1

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

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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:	(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

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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:	(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	9781531127183	77	Conn_gr7: last bullet point
				9781531127183	94	Conn_gr7: Speech guidelines
				9781531127183	107	Conn_gr7: Second Peer Review
				9781531127183	116	Conn_gr7: Writing Conventions
(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	9781531127183	24	Conn_gr7: Argumentative Essay
				9781531127183	30	Conn_gr7: Making Connections
				9781531127183	55	Conn_gr7: Write
				9781531127183	71-72	Conn_gr7: Focus on Understanding Figurative Language
(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	9781531127183	73-74	Conn_gr7: Focus on Determining Points of View/Write
				9781531127183	76	Conn_gr7: Literary Analysis
				9781531127183	83-85	Conn_gr7: First Read/First Response: Key Ideas and Details
				9781531127183	86	Conn_gr7: Second Read: Evaluating an Argument

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				9781531127183	95	Conn. gr7: Letter to the Editor guidelines
				9781531127183	108	Conn. gr7: Argumentative Essay guidelines
				9781531127183	116	Conn. gr7: Writing Conventions
(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	9781531126025	408	Essential Guide: 30 B.2 Words Ending in –cede, –ceed, or –sede
				9781531127183	171	Conn. gr7: Investigative Report guidelines
				9781531127183	190	Conn. gr7: presentation guidelines
				9781531127183	191	Conn. gr7: brochure guidelines
(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	9781531126025	407	Essential Guide: 30 B.1 Words with ie and ei
				9781531127183	230	Conn. gr7: Writing Conventions
				9781531127183	245	Conn. gr7: Letter to the principal guidelines
				9781531127183	263	Conn. gr7: presentation guidelines

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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:	(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	9781531126025	334	Essential Guide: 24 A.2 Singular and Plural Subjects
				9781531127183	283	Conn. gr7: job fair pamphlet guidelines
				9781531127183	299	Conn. gr7: response essay guidelines
				9781531127183	332	Conn. gr7: Draft 3: Individual Peer 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	(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	9781531126025	328	Essential Guide: 23 B Pronouns and Their Antecedents
				9781531127183	93-94	Conn. gr7: Language: Consistent Verb Tenses
				9781531127183	190	Conn. gr7: presentation guidelines
				9781531127183	209	Conn. gr7: personal essay guidelines
(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	9781531126025	309	Essential Guide: 22 B.1 Uses of the Tenses
				9781531127183	93-94	Conn. gr7: Language: Consistent Verb Tenses
				9781531127183	190	Conn. gr7: presentation guidelines
				9781531127183	209	Conn. gr7: personal essay guidelines

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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:	(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	9781531126025	295	Essential Guide: 24 C.3 Complex Sentences
				9781531127183	209	Conn. gr7: personal essay guidelines
				9781531127183	223	Conn. gr7: Think small
				9781531127183	230	Conn. gr7: writing conventions
(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	9781531126025	38	Essential Guide: Combining by Coordinating
				9781531127183	331	Conn. gr7: Step 2: Evaluate
				9781531127183	224	Conn. gr7: informative text guidelines
				9781531127183	41	Conn. gr7: point of view story guidelines
(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	9781531126025	293	Essential Guide: 24 C.2 Compound Sentences
				9781531127183	436	Conn. gr7: Final Peer Review
				9781531127183	41	Conn. gr7: point of view essay guidelines
				9781531127183	224	Conn. gr7: informative text guidelines

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				9781531127183	436	Conn_gr7: Final Peer Review
				9781531127183	41	Conn_gr7: point of view essay guidelines
				9781531127183	224	Conn_gr7: informative text guidelines
(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	9781531127183	245	Conn_gr7: Write a narrative
				9781531127183	287	Conn_gr7: Making Connections
				9781531127183	300	Conn_gr7: book chapter guidelines
				9781531127183	324	Conn_gr7: Writing a Fictional Narrative
(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	9781531127183	328	Conn_gr7: The Main Character
				9781531127183	346	Conn_gr7: Focus on Analyzing How Setting Affects Conflict
				9781531127183	390	Conn_gr7: Letter
				9781531127183	393	Conn_gr7: Question #4

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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:	(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	9781531127183	401	Conn_gr7: Write
				9781531127183	404	Conn_gr7: Question #4
				9781531127183	410	Conn_gr7: Question #4
				9781531127183	417	Conn_gr7: Write

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	110.23. English Language Arts and Reading, Grade 7					
Publisher	Perfection Learning Corporation					
Program Title	Connections, Grade 7					
Program ISBN	9781531125837					
(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	9781531127220	xvii	TWE: Student Handout: Annotating a Text (twe)
				9781531127220	46	TWE_gr7: Preview Concepts
				9781531127220	99	TWE_gr7: Writing Prompt
				9781531127220	100	TWE_gr7: The Writing Process: Brainstorming
(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	9781531127220	163	TWE_gr7: Write
				9781531127220	51	TWE_gr7: Focus on Making Inferences
				9781531127220	100	TWE_gr7: The Writing Process: Brainstorm
				9781531127220	108	TWE_gr7: Final Peer Review
(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	9781531127220	164	TWE_gr7: Speak and Listen
				9781531127220	201	TWE_gr7: 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
				9781531127220	258	TWE_gr7: Speak and Listen
				9781531127220	350	TWE_gr7: Speak and Listen
(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	9781531127220	327	TWE_gr7: The Technology
				9781531127220	53	ELL Resource: ELL Resource: Student Handout: Compare and Contrast Text Structures: Compare and Contrast
				9781531127220	75-76	TWE_gr7: Pictorial Presentation
				9781531127220	153	TWE_gr7: Draw a Diagram
(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	9781531127220	319-320	TWE_gr7: Project-Based Assessments: Develop a Public Service Announcement; Roundtable Discussion
				9781531127220	36-39	ELL Resource: Sentence Frames for Connections Grade 7: Units 2-4
				9781531127220	350	TWE_gr7: Speak and Listen
				9781531127220	355	TWE_gr7: Speak and Listen
(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

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	(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	9781531127220	3	TWE_gr7: Teaching Reading Strategies
				9781531127220	15-23	ELL Resource: Support for Teaching ELLs in Connections
				9781531127220	32-33	ELL Resource: Sentence Frames (Unit 4)
				9781531127220	34-40	ELL Resource: Sentence Frames
(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

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	(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
(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

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:	(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	9781531127220	14	ELL Resource: Student Handout: General Expressions in the Classroom
				9781531127220	3	TWE, gr7: Teaching Reading Strategies
				9781531127220	15-23	ELL Resource: Support for Teaching ELLs in Connections
				9781531127220	32-33	ELL Resource: Sentence Frames
(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	9781531127220	14	ELL Resource: Student Handout: General Expressions in the Classroom
				9781531127220	42	ELL Resource: Sentence Frames for Connections Grade 8
				9781531127220	3	TWE, gr7: Teaching Reading Strategies
				9781531127220	15-23	ELL Resource: Support for Teaching ELLs in Connections

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	9781531127220	14	ELL Resource: Student Handout: General Expressions in the Classroom
				9781531127220	49	ELL Resource: Student Handout: Frayer Model
				9781531127220	17	TWE, gr7: Speak and Listen
				9781531127220	150	TWE, gr7: 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	9781531127220	14	ELL Resource: General Expressions for the Classroom
				9781531127220	17	TWE, gr7: Speak and Listen
				9781531127220	20	TWE, gr7: Speak and Listen
				9781531127220	36	TWE, gr7: 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:	(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	9781531127220	10	ELL Resource: Corrective feedback
				9781531127220	23	ELL Resource: Informal Assessments
				9781531127220	3	TWE, gr7: Teaching Reading Strategies
				9781531127220	32-33	ELL Resource: Sentence Frames

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	9781531127220	37	TWE_gr7: Speak and Listen
				9781531127220	75	TWE_gr7: Speak and Listen
				9781531127220	131	TWE_gr7: Speak and Listen
				9781531127220	150	TWE_gr7: 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:	(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
(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	9781531127220	277	TWE_gr7: Video Version of "Robots Are Slowly Taking Over the Job Market"

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
				9781531127220	391	TWE_gr7: Oral Presentation
				9781531127220	296	TWE_gr7: Speak and Listen
				9781531127220	201	TWE_gr7: 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:	(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
(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

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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	(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
(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

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	(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
(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

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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:	(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
(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	9781531127220	250	TWE_gr7: Making Connections
				9781531127220	321	TWE_gr7: Instructions for Roundtable Discussion
				9781531127220	24	TWE_gr7: Instructions for Roundtable Discussion

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
				9781531127220	59	TWE_gr7: Expectations for 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:	(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	9781531127220	14	ELL Resource: General Expressions for the Classroom
				9781531127220	59-60	TWE_gr7: Expectations for Discussion
				9781531127220	106	TWE_gr7: Steps for Peer Review
				9781531127220	210	TWE_gr7: Expectations for 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:	(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	9781531127220	210	TWE_gr7: Expectation for Discussion; Instructions for Roundtable Discussion
				9781531127220	222	TWE_gr7: Steps for Peer Review
				9781531127220	320-321	TWE_gr7: Expectations for Discussion
				9781531127220	330	TWE_gr7: Steps for Peer Review
(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

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:	(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	9781531127220	14	ELL Resource: General Expressions for the Classroom
				9781531127220	36-39	ELL Resource: Sentence Frames for Connections Grade 7: Unit 2 (Speak and Listen activities)
				9781531127220	34	ELL Resource: Sentence Frames for Connections Grade 7: Unit 1 (Chapter 1 Roundtable Discussion)
				9781531127220	298	TWE gr7: 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:	(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	9781531127220	34	ELL Resource: Unit 1 Write Activities: Chapter 1 Roundtable Discussion
				9781531127220	14	ELL Resource: General Expressions for the Classroom
				9781531127220	36-39	ELL Resource: Sentence Frames for Connections Grade 7
				9781531127220	350	TWE gr7: 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
(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

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	(iv) speak using a variety of connecting words with increasing accuracy and ease as more English is acquired	T: K–12 S: 6–12	9781531127220	71	TWE_gr7: Speak and Listen
				9781531127220	37	TWE_gr7: Speak and Listen
				9781531127220	57	TWE_gr7: Speak and Listen
				9781531127220	206	TWE_gr7: 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:	(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	9781531127220	239	TWE_gr7: Speak and Listen
				9781531127220	255	TWE_gr7: Speak and Listen
				9781531127220	280	TWE_gr7: Speak and Listen
				9781531127220	347	TWE_gr7: 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:	(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	9781531127220	347	TWE_gr7: Speak and Listen
				9781531127220	355	TWE_gr7: Speak and Listen
				9781531127220	388	TWE_gr7: Speak and Listen
				9781531127220	405	TWE_gr7: 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
(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	9781531127220	403	TWE_gr7: Speak and Listen
				9781531127220	417	TWE_gr7: Speak and Listen
				9781531127220	36-37	TWE_gr7: Speak and Listen
				9781531127220	55	TWE_gr7: 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	(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	9781531127220	14	ELL Resource: Student Handout: General Expressions in the Classroom
				9781531127220	34	ELL Resource: Unit 1 Write Activities: chapter 1 Roundtable Discussion
				9781531127220	36-39	ELL Resource: Sentence Frames for Connections Grade 7 (speak and listen)
				9781531127220	57	TWE_gr7: 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	9781531127220	14	ELL Resource: Student Handout: General Expressions in the Classroom
				9781531127220	34	ELL Resource: Sentence Frames for Connections Grade 7: Unit 1
				9781531127220	36-39	ELL Resource: Sentence Frames for Connections Grade 7 (Speak and Listen)
				9781531127220	71	TWE_gr7: 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:	(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	9781531127220	11	ELL Resource: Think-Pair-Share
				9781531127220	211	TWE_gr7: Roundtable discussion guidelines
				9781531127220	14	ELL Resource: Student Handout: General Expressions in the Classroom
				9781531127220	321	TWE_gr7: Instructions for a Roundtable Discussion
(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	9781531127220	11	ELL Resource: Think-Pair-Share
				9781531127220	10	ELL Resource: ELL Resource: Modeling
				9781531127220	14	ELL Resource: Student Handout: General Expressions in the Classroom
				9781531127220	321	TWE_gr7: Instructions for a Roundtable Discussion
(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	9781531127220	131	TWE_gr7: Speak and Listen
				9781531127220	146	TWE_gr7: Speak and Listen
				9781531127220	164	TWE_gr7: Speak and Listen
				9781531127220	187	TWE_gr7: 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
(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

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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:	(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	9781531127220	14	ELL Resource: Student Handout: General Expressions in the Classroom
				9781531127220	54	ELL Resource: Taking Notes
				9781531127220	53	ELL Resource: Compare and Contrast
				9781531127220	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	9781531127220	14	ELL Resource: Student Handout: General Expressions in the Classroom
				9781531127220	16-17	ELL Resource: Student Handout: Teaching Close reading Advertisement Activity
				9781531127220	61	ELL Resource: Text Structures: Problem and Solution
				9781531127220	62	ELL Resource: Text Structures: Description/List

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	(iii) comprehend English vocabulary used routinely in written classroom materials	T: K–12 S: 6–12	9781531127220	14	ELL Resource: Student Handout: General Expressions in the Classroom
				9781531127220	16-17	ELL Resource: Student Handout: Teaching Close reading Advertisement Activity
				9781531127220	61	ELL Resource: Text Structures: Problem and Solution
				9781531127220	62	ELL Resource: Text Structures: Description/List
(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	9781531127220	14	ELL Resource: Student Handout: General Expressions in the Classroom
				9781531127220	16-17	ELL Resource: Student Handout: Teaching Close reading Advertisement Activity
				9781531127220	61	ELL Resource: Text Structures: Problem and Solution
				9781531127220	62	ELL Resource: Text Structures: Description/List
(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	9781531127220	49-60	ELL Resource: Student Handout
				9781531127220	202	TWE_gr7: Second Read
				9781531127220	234	TWE_gr7: First Read: Analyzing Interactions of People, Ideas, and Events
				9781531127220	251	TWE_gr7: First Read: Determining a Central Idea

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:	(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	9781531127220	342	TWE_gr7: First Read
				9781531127220	365	TWE_gr7: First Read
				9781531127220	386	TWE_gr7: Second Read
				9781531127220	403	TWE_gr7: Third Read
(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	9781531127220	16-17	ELL Resource: Student Handout: Close Reading Handouts
				9781531127220	51	ELL Resource: Student Handout: Main Idea and Supporting Details handout
				9781531127220	52	ELL Resource: Student Handout: Story Map
				9781531127220	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	9781531127220	16-17	ELL Resource: Student Handout: Close Reading Handouts
				9781531127220	51	ELL Resource: Student Handout: Main Idea and Supporting Details handout
				9781531127220	52	ELL Resource: Student Handout: Story Map
				9781531127220	60	ELL Resource: Student Handout: Claims, Reasons, and Evidence

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	(iii) use visual and contextual support to develop vocabulary needed to comprehend increasingly challenging language	T: K–12 S: 6–12	9781531127220	49	ELL Resource: Student Handout: Frayer Model
				9781531127220	50	ELL Resource: Student Handout: Word Web
				9781531127220	15-16	TWE_gr7: Second Read: Focus on Understanding Technical Terms
				9781531127220	51	TWE_gr7: Focus on Making Inferences
(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	9781531127220	15-16	TWE_gr7: Focus on Understanding Technical Terms
				9781531127220	72	TWE_gr7: Third Read: Determining Points of View
				9781531127220	89	TWE_gr7: Third Read: Comparing and Contrasting Arguments
				9781531127220	204	TWE_gr7: Third Read: Analyzing Points of View

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	(vi) use support from peers and teachers to read grade-appropriate content area text	T: K–12 S: 6–12	9781531127220	332	TWE_gr7: Individual Peer Review
				9781531127220	436	TWE_gr7: Final peer Review
				9781531127220	41	TWE_gr7: Steps for Peer Review
				9781531127220	106	TWE_gr7: First Peer Review
(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	9781531127220	332	TWE_gr7: Individual Peer Review
				9781531127220	436	TWE_gr7: Final peer Review
				9781531127220	41	TWE_gr7: Steps for Peer Review
				9781531127220	106	TWE_gr7: First Peer Review
(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	9781531127220	131	TWE_gr7: Language: Understanding Context Clues
				9781531127220	223	TWE_gr7: Second Peer Review
				9781531127220	239	TWE_gr7: Second Read: Analyzing Text Structure
				9781531127220	250	TWE_gr7: Making Connections (paragraph that begins "The first two stanzas...")

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	(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	9781531127220	435	TWE_gr7: Second Peer Review
				9781531127220	51-52	TWE_gr7: Focus on Making Inferences
				9781531127220	330	TWE_gr7: Revision
				9781531127220	347	TWE_gr7: Second Read: Analyzing How Point of View Affects a Story
(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	9781531127220	422-423	TWE_gr7: Language: Determining Word Meaning
				9781531127220	15-16	TWE_gr7: Second Read: Understanding Technical Terms
				9781531127220	20	TWE_gr7: Language: Prefixes, Suffixes, and Root Words
				9781531127220	131	TWE_gr7: Language: Understanding Context Clues
(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

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	9781531127220	131	TWE_gr7: Speak and Listen
				9781531127220	10	TWE_gr7: First Read: Summarizing a Text
				9781531127220	31	TWE_gr7: First Read: Analyzing Plot and Conflict
				9781531127220	83	TWE_gr7: First Read: Identifying Author's Purpose
(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	9781531127220	120	TWE_gr7: First Read: Making an Inference
				9781531127220	140	TWE_gr7: First Read: Analyzing Central Ideas
				9781531127220	159	TWE_gr7: First Read: Making an Inference
				9781531127220	178	TWE_gr7: First Read: Analyzing Interactions of Ideas, People, and Events
(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	9781531127220	13	TWE_gr7: Focus on Summarizing a Text
				9781531127220	54	ELL Resource: Student Handout: Taking Notes
				9781531127220	53	TWE_gr7: Second Read: Understanding Structure and Purpose
				9781531127220	65	TWE_gr7: Last paragraph under #1

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	9781531127220	77	TWE_gr7: last bullet point
				9781531127220	94	TWE_gr7: Speech guidelines
				9781531127220	107	TWE_gr7: Second Peer Review
				9781531127220	116	TWE_gr7: Writing Conventions
(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	9781531127220	24	TWE_gr7: Argumentative Essay
				9781531127220	30	TWE_gr7: Making Connections
				9781531127220	55	TWE_gr7: Write
				9781531127220	71-72	TWE_gr7: Focus on Understanding Figurative Language
(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	9781531127220	73-74	TWE_gr7: Focus on Determining Points of View/Write
				9781531127220	76	TWE_gr7: Literary Analysis
				9781531127220	83-85	TWE_gr7: First Read/First Response: Key Ideas and Details
				9781531127220	86	TWE_gr7: Second Read: Evaluating an Argument

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	9781531126025	405	Essential Guide: 30.A Spelling Strategies
				9781531127220	95	TWE_gr7: Letter to the Editor guidelines
				9781531127220	108	TWE_gr7: Argumentative Essay guidelines
				9781531127220	116	TWE_gr7: Writing Conventions
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				9781531127220	171	TWE_gr7: Investigative Report guidelines
				9781531127220	190	TWE_gr7: presentation guidelines
				9781531127220	191	TWE_gr7: brochure guidelines
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				9781531127220	230	TWE_gr7: Writing Conventions
				9781531127220	245	TWE_gr7: Letter to the principal guidelines
				9781531127220	263	TWE_gr7: presentation guidelines

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				9781531127220	283	TWE_gr7: job.fair.pamphlet.guidelines
				9781531127220	299	TWE_gr7: response.essay.guidelines
				9781531127220	332	TWE_gr7: Draft.3: Individual.Peer.Review
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				9781531127220	93-94	TWE_gr7: Language: Consistent Verb Tenses
				9781531127220	190	TWE_gr7: presentation.guidelines
				9781531127220	209	TWE_gr7: personal.essay.guidelines
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				9781531127220	93-94	TWE_gr7: Language: Consistent Verb Tenses
				9781531127220	190	TWE_gr7: presentation.guidelines
				9781531127220	209	TWE_gr7: personal.essay.guidelines

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				9781531127220	209	TWE_gr7: personal essay guidelines
				9781531127220	223	TWE_gr7: Think small
				9781531127220	230	TWE_gr7: writing conventions
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				9781531127220	331	TWE_gr7: Step 2: Evaluate
				9781531127220	224	TWE_gr7: informative text guidelines
				9781531127220	41	TWE_gr7: point of view story guidelines
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				9781531127220	436	TWE_gr7: Final Peer Review
				9781531127220	41	TWE_gr7: point of view essay guidelines
				9781531127220	224	TWE_gr7: informative text guidelines

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				9781531127220	436	TWE_gr7: Final Peer Review
				9781531127220	41	TWE_gr7: point of view essay guidelines
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				9781531127220	287	TWE_gr7: Making Connections
				9781531127220	300	TWE_gr7: book chapter guidelines
				9781531127220	324	TWE_gr7: Writing a Fictional Narrative
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				9781531127220	346	TWE_gr7: Focus on Analyzing How Setting Affects Conflict
				9781531127220	390	TWE_gr7: Letter
				9781531127220	393	TWE_gr7: Question #4

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				9781531127220	404	TWE_gr7: Example of Humor Form: #4
				9781531127220	410	TWE_gr7: Question #4
				9781531127220	417	TWE_gr7: Write