

	A	B	C	D	E	F	G	H
1	Proclamation 2019 Correlations to the Texas Essential Knowledge and Skills (TEKS): Student/Teacher Material							
2	Subject	Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading						
3	Subchapter	Subchapter B. Middle School						
4	Course	110.24. English Language Arts and Reading, Grade 8						
5	Publisher	Perfection Learning Corporation						
6	Program Title	Connections, Grade 8						
7	Program ISBN	9781531125868						
8	TEKS %	100.00						
9	(a) Introduction.							
10	<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>							
11	<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, &amp; 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>							
12	(b) Knowledge and Skills.							
13	Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
14	(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 by summarizing, asking questions, and making comments	(i) listen actively to interpret a message by summarizing	Student/Teacher	Narrative	9781531126025	463	Essential Guide: Summarize what you heard.
15				Student/Teacher	Activity	9781531127244	434	ConnSB: Listening Actively
16				Student/Teacher	Narrative	9781531126025	462	Essential Guide: Listening Actively
17				Student/Teacher	Activity	9781531127244	168	ConnSB: Speak and Listen
18				Student/Teacher	Activity	9781531127244	317	ConnSB: Stage a Debate
19				Teacher Only	Narrative			
20				Teacher Only	Activity			
21	Teacher Only	(Drop-down selection)						
22	Teacher Only	(Drop-down selection)						
23	Teacher Only	(Drop-down selection)						
24	(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 by summarizing, asking questions, and making comments	(ii) listen actively to interpret a message by asking questions	Student/Teacher	Narrative	9781531126025	463	EG: Ask Clarifying Essential Guide questions
25				Student/Teacher	Activity	9781531127244	457	ConnSB: Lincoln-Douglas Debate
26				Student/Teacher	Narrative	9781531126025	462	Essential Guide: Listening Actively
27				Student/Teacher	Activity	9781531127244	435	ConnSB: Expectations for Discussion
28				Student/Teacher	Activity	9781531127244	24	ConnSB: Speak and Listen

	A	B	C	D	E	F	G	H
	Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13				Teacher Only	Narrative			
29				Teacher Only	Activity			
30				Teacher Only	(Drop-down selection)			
31				Teacher Only	(Drop-down selection)			
32				Teacher Only	(Drop-down selection)			
33				Teacher Only	(Drop-down selection)			
34	(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 by summarizing, asking questions, and making comments	(iii) listen actively to interpret a message by making comments	Student/Teacher	Narrative	9781531126025	463	Essential Guide: Make Comments
35				Student/Teacher	Activity	9781531127244	253	ConnSB: First Peer Review
36				Student/Teacher	Narrative	9781531126025	462	Essential Guide: Listening Actively
37				Student/Teacher	Activity	9781531127244	457	ConnSB: Lincoln-Douglas Debate
38				Student/Teacher	(Drop-down selection)			
39				Teacher Only	Narrative			
40				Teacher Only	Activity			
41				Teacher Only	(Drop-down selection)			
42				Teacher Only	(Drop-down selection)			
43				Teacher Only	(Drop-down selection)			
44	(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	Essential Guide: Give Clear Directions (Black B_head)
45				Student/Teacher	Activity	9781531126025	461	Essential Guide: Try It Out: Giving Directions
46				Student/Teacher	Narrative	9781531126025	460	Essential Guide: Speak Clearly (Black B_head)
47				Student/Teacher	Activity	9781531126025	476	Essential Guide: Try It Out: Collaborating with a Group
48				Student/Teacher	Narrative	9781531127244	18	ConnSB: Focus on Making Inferences
49				Teacher Only	Narrative			
50				Teacher Only	Activity			
51				Teacher Only	(Drop-down selection)			
52				Teacher Only	(Drop-down selection)			
53				Teacher Only	(Drop-down selection)			
54	(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	Essential Guide: Give Clear Directions (Black B_head)
55				Student/Teacher	Activity	9781531126025	461	Essential Guide: Try It Out: Giving Directions
56				Student/Teacher	Narrative	9781531126025	460	Essential Guide: Speak Clearly (Black B_head)
57				Student/Teacher	Activity	9781531126025	476	Essential Guide: Try It Out: Collaborating with a Group
58				Student/Teacher	(Drop-down selection)			
59				Teacher Only	Narrative			
60				Teacher Only	Activity			
61				Teacher Only	(Drop-down selection)			
62				Teacher Only	(Drop-down selection)			
63				Teacher Only	(Drop-down selection)			
64	(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) advocate a position using anecdotes, analogies, and/or illustrations employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively	(i) advocate a position using anecdotes, analogies, and/or illustrations employing eye contact to communicate ideas effectively	Student/Teacher	Narrative	9781531126025	470	Essential Guide: Delivering Your Speech

	A	B	C	D	E	F	G	H
	Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13				Student/Teacher	Activity	9781531126025	471	Essential Guide: Try It Out: Give a
65				Student/Teacher	Narrative	9781531126025	467	Formal Speech
66				Student/Teacher	Activity	9781531127244	89	Essential Guide: Types of Evidence/ Support Conn5B: Project-Based
67				Student/Teacher	Narrative	9781531126025	471	Assessment: Speech
68				Student/Teacher	Narrative	9781531126025	471	Essential Guide: Second checkmark: Verbal Qualities
69				Teacher Only	Narrative			
70				Teacher Only	Activity			
71				Teacher Only	(Drop-down selection)			
72				Teacher Only	(Drop-down selection)			
73				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) advocate a position using anecdotes, analogies, and/or illustrations employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively	(ii) advocate a position using anecdotes, analogies, and/or illustrations employing speaking rate to communicate ideas effectively	Student/Teacher	Narrative	9781531126025	470	Essential Guide: Delivering Your Speech
74				Student/Teacher	Activity	9781531126025	471	Essential Guide: Try It Out: Give a
75				Student/Teacher	Narrative	9781531126025	467	Formal Speech
76				Student/Teacher	Activity	9781531127244	89	Essential Guide: Types of Evidence/ Support Conn5B: Project-Based
77				Student/Teacher	Narrative	9781531126025	471	Assessment: Speech
78				Student/Teacher	Narrative	9781531126025	471	Essential Guide: Second checkmark: Verbal Qualities
79				Teacher Only	Narrative			
80				Teacher Only	Activity			
81				Teacher Only	(Drop-down selection)			
82				Teacher Only	(Drop-down selection)			
83				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) advocate a position using anecdotes, analogies, and/or illustrations employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively	(iii) advocate a position using anecdotes, analogies, and/or illustrations employing volume to communicate ideas effectively	Student/Teacher	Narrative	9781531126025	470	Essential Guide: Delivering Your Speech
84				Student/Teacher	Activity	9781531126025	471	Essential Guide: Try It Out: Give a
85				Student/Teacher	Narrative	9781531126025	467	Formal Speech
86				Student/Teacher	Activity	9781531127244	89	Essential Guide: Types of Evidence/ Support Conn5B: Project-Based
87				Student/Teacher	Narrative	9781531126025	471	Assessment: Speech
88				Student/Teacher	Narrative	9781531126025	471	Essential Guide: Second checkmark: Verbal Qualities
89				Teacher Only	Narrative			
90				Teacher Only	Activity			
91				Teacher Only	(Drop-down selection)			
92				Teacher Only	(Drop-down selection)			
93				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) advocate a position using anecdotes, analogies, and/or illustrations employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively	(iv) advocate a position using anecdotes, analogies, and/or illustrations employing enunciation to communicate ideas effectively	Student/Teacher	Narrative	9781531126025	470	Essential Guide: Delivering Your Speech
94				Student/Teacher	Activity	9781531126025	471	Essential Guide: Try It Out: Give a
95				Student/Teacher	Narrative	9781531126025	467	Formal Speech
96				Student/Teacher	Activity	9781531127244	89	Essential Guide: Types of Evidence/ Support Conn5B: Project-Based
97				Student/Teacher	Narrative	9781531126025	471	Assessment: Speech
98				Student/Teacher	Narrative	9781531126025	471	Essential Guide: Second checkmark: Verbal Qualities
99				Teacher Only	Narrative			
100				Teacher Only	Activity			
101				Teacher Only	(Drop-down selection)			
102				Teacher Only	(Drop-down selection)			
103				Teacher Only	(Drop-down selection)			

	A	B	C	D	E	F	G	H
	Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13								
104	(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) advocate a position using anecdotes, analogies, and/or illustrations employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively	(v) advocate a position using anecdotes, analogies, and/or illustrations employing a variety of natural gestures to communicate ideas effectively	Student/Teacher	Narrative	9781531126025	470	Essential Guide: Delivering Your Speech
105				Student/Teacher	Activity	9781531126025	471	Essential Guide: Try It Out: Give a Formal Speech
106				Student/Teacher	Narrative	9781531126025	467	Essential Guide: Types of Evidence/ Support
107				Student/Teacher	Activity	9781531127244	89	ConnSB: Project-Based Assessment: Speech
108				Student/Teacher	Activity	9781531127244	457	ConnSB: Lincoln-Douglas Debate
109				Teacher Only	Narrative			
110				Teacher Only	Activity			
111				Teacher Only	(Drop-down selection)			
112				Teacher Only	(Drop-down selection)			
113				Teacher Only	(Drop-down selection)			
114	(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) advocate a position using anecdotes, analogies, and/or illustrations employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively	(vi) advocate a position using anecdotes, analogies, and/or illustrations employing conventions of language to communicate ideas effectively	Student/Teacher	Narrative	9781531126025	470	Essential Guide: Delivering Your Speech
115				Student/Teacher	Activity	9781531126025	471	Essential Guide: Try It Out: Give a Formal Speech
116				Student/Teacher	Narrative	9781531126025	467	Essential Guide: Types of Evidence/ Support
117				Student/Teacher	Activity	9781531127244	89	ConnSB: Project-Based Assessment: Speech
118				Student/Teacher	Activity	9781531127244	457	ConnSB: Lincoln-Douglas Debate
119				Teacher Only	Narrative			
120				Teacher Only	Activity			
121				Teacher Only	(Drop-down selection)			
122				Teacher Only	(Drop-down selection)			
123				Teacher Only	(Drop-down selection)			
124	(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(D) participate collaboratively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues	(i) participate collaboratively in discussions	Student/Teacher	Narrative	9781531126025	472	Essential Guide: Collaborating Effectively
125				Student/Teacher	Activity	9781531127244	41	ConnSB: Speak and Listen
126				Student/Teacher	Narrative	9781531126025	473	Essential Guide: Give and Receive Constructive Feedback
127				Student/Teacher	Activity	9781531127244	160	ConnSB: Speak and Listen
128				Student/Teacher	Activity	9781531127244	24	ConnSB: Speak and Listen
129				Teacher Only	Narrative			
130				Teacher Only	Activity			
131				Teacher Only	(Drop-down selection)			
132				Teacher Only	(Drop-down selection)			
133				Teacher Only	(Drop-down selection)			
134	(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(D) participate collaboratively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues	(ii) plan agendas with clear goals	Student/Teacher	Narrative	9781531126025	474	Essential Guide: Planning Agendas (Blue runin Head)
135				Student/Teacher	Activity	9781531126025	477	Essential Guide: Try It Out: Collaborating with a Group
136				Student/Teacher	Narrative	9781531126025	472	Essential Guide: Facilitator row

	A	B	C	D	E	F	G	H
	Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13				Student/Teacher	Activity	9781531127244	457	ConnSB: Lincoln-Douglas Debate
137				Student/Teacher	(Drop-down selection)			
138				Teacher Only	Narrative			
139				Teacher Only	Activity			
140				Teacher Only	(Drop-down selection)			
141				Teacher Only	(Drop-down selection)			
142				Teacher Only	(Drop-down selection)			
143				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) participate collaboratively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues	(iii) plan agendas with clear deadlines	Student/Teacher	Narrative	9781531126025	474	Essential Guide: Planning Agendas (Blue runin Head)
144								
145				Student/Teacher	Activity	9781531126025	477	Essential Guide: Try It Out: Collaborating with a Group
146				Student/Teacher	Narrative	9781531126025	472	Essential Guide: Facilitator row
147				Student/Teacher	Activity	9781531127244	457	ConnSB: Lincoln-Douglas Debate
148				Student/Teacher	(Drop-down selection)			
149				Teacher Only	Narrative			
150				Teacher Only	Activity			
151				Teacher Only	(Drop-down selection)			
152				Teacher Only	(Drop-down selection)			
153				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) participate collaboratively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues	(iv) set time limits for speakers	Student/Teacher	Narrative	9781531126025	475	Essential Guide: fourth bullet
154								
155				Student/Teacher	Activity	9781531127244	24	ConnSB: Speak and Listen
156				Student/Teacher	Narrative	9781531126025	473	Essential Guide: Timekeeper row
157				Student/Teacher	Activity	9781531127244	457	ConnSB: Lincoln-Douglas Debate
158				Student/Teacher	Activity	9781531126025	477	Essential Guide: Try It Out: Collaborating with a Group
159				Teacher Only	Narrative			
160				Teacher Only	Activity			
161				Teacher Only	(Drop-down selection)			
162				Teacher Only	(Drop-down selection)			
163				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) participate collaboratively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues	(v) take notes	Student/Teacher	Narrative	9781531126025	464	Essential Guide: Take Notes
164								
165				Student/Teacher	Activity	9781531127244	24	ConnSB: Speak and Listen
166				Student/Teacher	Narrative	9781531126025	475	Essential Guide: Fourth bullet point
167				Student/Teacher	Activity	9781531127244	124	ConnSB: First Peer Review
168				Student/Teacher	Activity	9781531127244	64	ConnSB: Speak and Listen
169				Teacher Only	Narrative			
170				Teacher Only	Activity			
171				Teacher Only	(Drop-down selection)			
172				Teacher Only	(Drop-down selection)			
173				Teacher Only	(Drop-down selection)			

	A	B	C	D	E	F	G	H
	Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13	(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(D) participate collaboratively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues	(vi) vote on key issues	Student/Teacher	Narrative	9781531126025	476	Essential Guide: Guidelines for taking a vote— (Black B_head)
174				Student/Teacher	Activity	9781531127244	343	ConnSB: Speak and Listen
175				Student/Teacher	Narrative	9781531126025	476	Essential Guide: Strategies for reaching consensus— (Black B_head)
176				Student/Teacher	Activity	9781531126025	477	Essential Guide: Try It Out: Collaborating with a Group
177				Student/Teacher	Activity	9781531127244	160	ConnSB: Speak and Listen
178				Teacher Only	Narrative			
179				Teacher Only	Activity			
180				Teacher Only	(Drop-down selection)			
181				Teacher Only	(Drop-down selection)			
182				Teacher Only	(Drop-down selection)			
183				Teacher Only	(Drop-down selection)			
184	(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	Essential Guide: Definitions
185				Student/Teacher	Activity	9781531126025	455	Essential Guide: Try It Out
186				Student/Teacher	Narrative	9781531127244	100	ConnSB: Focus on Defining Terms
187				Student/Teacher	Activity	9781531127244	161	ConnSB: Chart
188				Teacher Only	(Drop-down selection)			
189				Teacher Only	Narrative			
190				Teacher Only	Activity			
191				Teacher Only	(Drop-down selection)			
192				Teacher Only	(Drop-down selection)			
193				Teacher Only	(Drop-down selection)			
194	(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	Essential Guide: Accent Marks (Blue runin Head)
195				Student/Teacher	Activity	9781531126025	455	Essential Guide: Try It Out
196				Student/Teacher	Narrative	9781531126025	453	Essential Guide: Accent Marks (Blue runin Head)
197				Student/Teacher	Activity	9781531129088	385	Skbk: Syllabification and Pronunciation Skills
198				Teacher Only	(Drop-down selection)			
199				Teacher Only	Narrative			
200				Teacher Only	Activity			
201				Teacher Only	(Drop-down selection)			
202				Teacher Only	(Drop-down selection)			
203				Teacher Only	(Drop-down selection)			
204	(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	Essential Guide: Pronunciation (Blue runin Head)
205				Student/Teacher	Activity	9781531126025	455	Essential Guide: Try It Out: Using a Dictionary
206				Student/Teacher	Narrative	9781531126025	453	Essential Guide: Partial Pronunciation Key (table)
207				Student/Teacher	Activity	9781531129088	385	Skbk: 385_Syllabification and Pronunciation Skills
208				Teacher Only	(Drop-down selection)			
209				Teacher Only	Narrative			
210				Teacher Only	Activity			

	A	B	C	D	E	F	G	H
	Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13				Teacher Only	(Drop-down selection)			
211				Teacher Only	(Drop-down selection)			
212				Teacher Only	(Drop-down selection)			
213				Teacher Only	(Drop-down selection)			
214	(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	Essential Guide: Word Origins (Blue runin Head)
215				Student/Teacher	Activity	9781531126025	455	Essential Guide: Try It Out: Using a Dictionary
216				Student/Teacher	Narrative	9781531126025	455	Essential Guide: Guide Words (Blue runin Head)
217				Student/Teacher	Activity	9781531126025	454	Essential Guide: Derived words (Blue runin Head)
218				Student/Teacher	(Drop-down selection)			
219				Teacher Only	Narrative			
220				Teacher Only	Activity			
221				Teacher Only	(Drop-down selection)			
222				Teacher Only	(Drop-down selection)			
223				Teacher Only	(Drop-down selection)			
224	(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	Essential Guide: Part of Speech (Blue runin Head)
225				Student/Teacher	Activity	9781531126025	455	Essential Guide: Try It Out: Using a Dictionary
226				Student/Teacher	Narrative	9781531126025	450	Essential Guide: Common Suffixes (table)
227				Student/Teacher	Activity	9781531129088	384	Skbk: 384 Determining Meaning and Part of Speech
228				Student/Teacher	(Drop-down selection)			
229				Teacher Only	Narrative			
230				Teacher Only	Activity			
231				Teacher Only	(Drop-down selection)			
232				Teacher Only	(Drop-down selection)			
233				Teacher Only	(Drop-down selection)			
234	(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 within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words	(i) use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words	Student/Teacher	Narrative	9781531126025	445	Essential Guide: Context Clues (Black B_head)
235				Student/Teacher	Activity	9781531127244	129	ConnSB: Question 5
236				Student/Teacher	Narrative	9781531127244	100	ConnSB: Focus on
237				Student/Teacher	Activity	9781531127244	151	ConnSB: Question 2
238				Student/Teacher	Narrative	9781531127244	96	ConnSB: Making
239				Teacher Only	Narrative			
240				Teacher Only	Activity			
241				Teacher Only	(Drop-down selection)			
242				Teacher Only	(Drop-down selection)			
243				Teacher Only	(Drop-down selection)			
244	(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 ast, qui, path, mand/mend, and duc	(i) determine the meaning of grade-level academic English words derived from Greek roots	Student/Teacher	Narrative	9781531127244	145	ConnSB: Language: Examining Roots, Prefixes, and Suffixes
245				Student/Teacher	Activity	9781531127244	146	ConnSB: Numbered activities
246				Student/Teacher	Narrative	9781531126025	449	Essential Guide: Greek Root (See first column of the second table)
247				Student/Teacher	Activity	9781531126025	450	Essential Guide: Try It Out: Using Greek and Latin Word Parts

	A	B	C	D	E	F	G	H
	Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13				Student/Teacher	(Drop-down selection)			
248				Teacher Only	Narrative			
249				Teacher Only	Activity			
250				Teacher Only	(Drop-down selection)			
251				Teacher Only	(Drop-down selection)			
252				Teacher Only	(Drop-down selection)			
253				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 ast, qui, path, mand/mend, and duc	(ii) determine the meaning of grade-level academic English words derived from Latin roots	Student/Teacher	Narrative	9781531127244	145	ConnSB: Language: Examining Roots, Prefixes, and Suffixes
254				Student/Teacher	Activity	9781531127244	146	ConnSB: Numbered activities
255				Student/Teacher	Narrative	9781531126025	449	Essential Guide: Greek Root (See first column of the second table)
256				Student/Teacher	Activity	9781531126025	450	Essential Guide: Try It Out: Using Greek and Latin Word Parts
257				Student/Teacher	(Drop-down selection)			
258				Teacher Only	Narrative			
259				Teacher Only	Activity			
260				Teacher Only	(Drop-down selection)			
261				Teacher Only	(Drop-down selection)			
262				Teacher Only	(Drop-down selection)			
263				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 ast, qui, path, mand/mend, and duc	(iii) determine the usage of grade-level academic English words derived from Greek roots	Student/Teacher	Narrative	9781531127244	145	ConnSB: Language: Examining Roots, Prefixes, and Suffixes
264				Student/Teacher	Activity	9781531127244	146	ConnSB: Numbered activities
265				Student/Teacher	Narrative	9781531126025	449	Essential Guide: Greek Root (See first column of the second table)
266				Student/Teacher	Activity	9781531126025	450	Essential Guide: Try It Out: Using Greek and Latin Word Parts
267				Student/Teacher	(Drop-down selection)			
268				Teacher Only	Narrative			
269				Teacher Only	Activity			
270				Teacher Only	(Drop-down selection)			
271				Teacher Only	(Drop-down selection)			
272				Teacher Only	(Drop-down selection)			
273				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 ast, qui, path, mand/mend, and duc	(iv) determine the usage of grade-level academic English words derived from Latin roots	Student/Teacher	Narrative	9781531127244	145	ConnSB: Language: Examining Roots, Prefixes, and Suffixes
274				Student/Teacher	Activity	9781531127244	146	ConnSB: Numbered activities
275				Student/Teacher	Narrative	9781531126025	449	Essential Guide: Greek Root (See first column of the second table)
276				Student/Teacher	Activity	9781531126025	450	Essential Guide: Try It Out: Using Greek and Latin Word Parts
277				Student/Teacher	(Drop-down selection)			
278				Teacher Only	Narrative			
279				Teacher Only	Activity			
280				Teacher Only	(Drop-down selection)			
281				Teacher Only	(Drop-down selection)			
282				Teacher Only	(Drop-down selection)			
283				Teacher Only	(Drop-down selection)			



	A	B	C	D	E	F	G	H
	Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13								
284	(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	9781531127244	121	ConnSB: Paragraph after 3.
285				Student/Teacher	Activity	9781531127244	221	ConnSB: First Read: Analyzing the Development of a Central Idea: Objective
286				Student/Teacher	Narrative	9781531126025	420	Essential Guide: Set a Purpose for Reading (Black B Head)
287				Student/Teacher	Activity	9781531126025	421	Essential Guide: Try It Out: Set a Purpose for Reading
288				Student/Teacher	Narrative	9781531126025	438	Essential Guide: Fix-up Strategies. (Black D Head)
289				Teacher Only	Narrative			
290				Teacher Only	Activity			
291				Teacher Only	(Drop-down selection)			
292				Teacher Only	(Drop-down selection)			
293				Teacher Only	(Drop-down selection)			
294	(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	9781531127244	465	ConnSB: Conduct Research
295				Student/Teacher	Activity	9781531127244	91	ConnSB: On Your Own: Integrating Ideas
296				Student/Teacher	Narrative	9781531127244	120	ConnSB: Gather and Evaluate Sources
297				Student/Teacher	Activity	9781531127244	239	ConnSB: On Your Own: Integrating Ideas
298				Student/Teacher	(Drop-down selection)			
299				Teacher Only	Narrative			
300				Teacher Only	Activity			
301				Teacher Only	(Drop-down selection)			
302				Teacher Only	(Drop-down selection)			
303				Teacher Only	(Drop-down selection)			
304	(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	9781531127244	155	ConnSB: First Read: Determining the Meaning of Words and Phrases
305				Student/Teacher	Activity	9781531127244	71	ConnSB: On Your Own: Integrating Ideas
306				Student/Teacher	Narrative	9781531127244	465	ConnSB: Conduct Research
307				Student/Teacher	Activity	9781531127244	91	ConnSB: On Your Own: Integrating Ideas
308				Student/Teacher	Activity	9781531127244	111	ConnSB: On Your Own: Integrating Ideas
309				Teacher Only	Narrative			
310				Teacher Only	Activity			
311				Teacher Only	(Drop-down selection)			
312				Teacher Only	(Drop-down selection)			
313				Teacher Only	(Drop-down selection)			

	A	B	C	D	E	F	G	H
	Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13	(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	9781531127244	6	ConnSB: Read Re-read and Read Again
314				Student/Teacher	Activity	9781531127244	34	ConnSB: First Read: Analyzing Theme
315				Student/Teacher	Narrative	9781531126025	420	Essential Guide: Second paragraph
316				Student/Teacher	Activity	9781531127244	10	ConnSB: First Read: Making Inferences
317				Student/Teacher	Activity	9781531127244	149	ConnSB: On Your Own: Integrating Ideas
318				Teacher Only	Narrative			
319				Teacher Only	Activity			
320				Teacher Only	(Drop-down selection)			
321				Teacher Only	(Drop-down selection)			
322				Teacher Only	(Drop-down selection)			
323				Teacher Only	(Drop-down selection)			
324	(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	9781531126025	420	Essential Guide: Second paragraph
325				Student/Teacher	Activity	9781531127244	71	ConnSB: On Your Own: Integrating Ideas
326				Student/Teacher	Narrative	9781531127244	6	ConnSB: Read Re-read and Read Again
327				Student/Teacher	Activity	9781531126025	421	Essential Guide: Try It Out: Setting a Purpose for Reading
328				Student/Teacher	Activity	9781531127244	49	ConnSB: Activity 2
329				Teacher Only	Narrative			
330				Teacher Only	Activity			
331				Teacher Only	(Drop-down selection)			
332				Teacher Only	(Drop-down selection)			
333				Teacher Only	(Drop-down selection)			
334	(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	9781531127244	6	ConnSB: Read Re-read and Read Again
335				Student/Teacher	Activity	9781531127244	249	ConnSB: Top of page activity
336				Student/Teacher	Narrative	9781531126025	425	Essential Guide: Questions to engage prior knowledge include . . . (Black D Head)
337				Student/Teacher	Activity	9781531126025	426	Essential Guide: Try It Out: Previewing and Reading a Text
338				Student/Teacher	Activity	9781531127244	53	ConnSB: Instructions/ Activity
339				Teacher Only	Narrative			
340				Teacher Only	Activity			
341				Teacher Only	(Drop-down selection)			
342				Teacher Only	(Drop-down selection)			
343				Teacher Only	(Drop-down selection)			
344	(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	9781531127244	6	ConnSB: Read Re-read and Read Again
345				Student/Teacher	Activity	9781531127244	175	ConnSB: First Read: Supporting an Analysis with Evidence

	A	B	C	D	E	F	G	H
	Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13				Student/Teacher	Narrative	9781531126025	428-429	Essential Guide: Tables that cover argumentative writing, narrative texts, and poetry
346				Student/Teacher	Activity	9781531127244	97	ConnSB: First Read: Defining Terms
347				Student/Teacher	Narrative	9781531127244	247	ConnSB: Gather Information
348				Teacher Only	Narrative			
349				Teacher Only	Activity			
350				Teacher Only	(Drop-down selection)			
351				Teacher Only	(Drop-down selection)			
352				Teacher Only	(Drop-down selection)			
353				Teacher Only	(Drop-down selection)			
354	(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	9781531127244	6	ConnSB: Read, Reread, and Read again
355				Student/Teacher	Activity	9781531126025	440	Essential Guide: Try It Out: Asking Questions After Reading
356				Student/Teacher	Narrative	9781531126025	431	Essential Guide: Focused Re-reading (table)
357				Student/Teacher	Activity	9781531127244	100	ConnSB: First Response
358				Student/Teacher	Activity	9781531127244	204	ConnSB: First Response
359				Teacher Only	Narrative			
360				Teacher Only	Activity			
361				Teacher Only	(Drop-down selection)			
362				Teacher Only	(Drop-down selection)			
363				Teacher Only	(Drop-down selection)			
364	(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	9781531127244	6	ConnSB: Read, Reread, and Read again
365				Student/Teacher	Activity	9781531127244	249	ConnSB: Top of page activity
366				Student/Teacher	Narrative	9781531126025	425	Essential Guide: Questions to engage prior knowledge include . . . (Black D Head)
367				Student/Teacher	Activity	9781531126025	426	Essential Guide: Try It Out: Previewing and Reading a Text
368				Student/Teacher	Narrative	9781531127244	247	ConnSB: Gather Information
369				Teacher Only	Narrative			
370				Teacher Only	Activity			
371				Teacher Only	(Drop-down selection)			
372				Teacher Only	(Drop-down selection)			
373				Teacher Only	(Drop-down selection)			
374	(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 during reading to gain information	Student/Teacher	Narrative	9781531127244	6	ConnSB: Read Re-read and Read Again
375				Student/Teacher	Activity	9781531127244	175	ConnSB: First Read: Supporting an Analysis with Evidence
376				Student/Teacher	Narrative	9781531126025	428-429	Essential Guide: Tables that cover argumentative writing, narrative texts, and poetry
377				Student/Teacher	Activity	9781531127244	97	ConnSB: First Read: Defining Terms
378				Student/Teacher	Narrative	9781531127244	247	ConnSB: Gather Information
379				Teacher Only	Narrative			

	A	B	C	D	E	F	G	H
	Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13								
380				Teacher Only	Activity			
381				Teacher Only	(Drop-down selection)			
382				Teacher Only	(Drop-down selection)			
383				Teacher Only	(Drop-down selection)			
384	(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	9781531127244	6	ConnSB: Read, Reread, and Read again
385				Student/Teacher	Activity	9781531126025	440	Essential Guide: Try It Out: Asking Questions After Reading
386				Student/Teacher	Narrative	9781531126025	431	Essential Guide: Focused Re-reading (table)
387				Student/Teacher	Activity	9781531127244	100	ConnSB: First Response
388				Student/Teacher	Activity	9781531127244	204	ConnSB: First Response
389				Teacher Only	Narrative			
390				Teacher Only	Activity			
391				Teacher Only	(Drop-down selection)			
392				Teacher Only	(Drop-down selection)			
393				Teacher Only	(Drop-down selection)			
394	(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	Essential Guide: Preview Text Features, Structure, and Genre (Black B_head)
395				Student/Teacher	Activity	9781531127244	10	ConnSB: First Read: Making Inferences: Objective
396				Student/Teacher	Narrative	9781531126025	426	Essential Guide: Preview Text Features, Structure, and Genre (Black B_head)
397				Student/Teacher	Activity	9781531127244	395	ConnSB: Focus on Understanding Dramatic Effect
398				Student/Teacher	(Drop-down selection)			
399				Teacher Only	Narrative			
400				Teacher Only	Activity			
401				Teacher Only	(Drop-down selection)			
402				Teacher Only	(Drop-down selection)			
403				Teacher Only	(Drop-down selection)			
404	(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	9781531127244	429	ConnSB: Focus on Analyzing Structure
405				Student/Teacher	Activity	9781531127244	385	ConnSB: First Read: Analyzing Characters' Motivations: Objective
406				Student/Teacher	Narrative	9781531126025	422	Essential Guide: Text Structure (Blue runin Head)
407				Student/Teacher	Activity	9781531126025	426	Essential Guide: Try It Out: Previewing and Reading a Text
408				Student/Teacher	(Drop-down selection)			
409				Teacher Only	Narrative			
410				Teacher Only	Activity			
411				Teacher Only	(Drop-down selection)			
412				Teacher Only	(Drop-down selection)			
413				Teacher Only	(Drop-down selection)			

	A	B	C	D	E	F	G	H
	Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13	(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	9781531127244	429	ConnSB: Focus on Analyzing Structure
414				Student/Teacher	Activity	9781531127244	385	ConnSB: First Read: Analyzing Characters' Motivations: Objective
415				Student/Teacher	Narrative	9781531126025	422	Essential Guide: Text Structure (Blue runin Head)
416				Student/Teacher	Activity	9781531126025	426	Essential Guide: Try It Out: Previewing and Reading a Text
417				Student/Teacher	(Drop-down selection)			
418				Teacher Only	Narrative			
419				Teacher Only	Activity			
420				Teacher Only	(Drop-down selection)			
421				Teacher Only	(Drop-down selection)			
422				Teacher Only	(Drop-down selection)			
423	(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	9781531127244	385	ConnSB: First Read: Analyzing Characters' Motivations
424				Student/Teacher	Activity	9781531127244	10	ConnSB: First Read: Making Inferences: Objective
425				Student/Teacher	Narrative	9781531126025	421	Essential Guide: Preview Text Features, Structure, and Genre (Black B. head)
426				Student/Teacher	Activity	9781531126025	426	Essential Guide: Try It Out: Previewing and Reading a Text
427				Student/Teacher	(Drop-down selection)			
428				Teacher Only	Narrative			
429				Teacher Only	Activity			
430				Teacher Only	(Drop-down selection)			
431				Teacher Only	(Drop-down selection)			
432				Teacher Only	(Drop-down selection)			
433	(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(C) make [and] correct or confirm predictions using text features, characteristics of genre, and structures	(v) correct or confirm predictions using characteristics of genre	Student/Teacher	Narrative	9781531126025	424	Essential Guide: Genre (Blue runin Head)
434				Student/Teacher	Activity	9781531127244	200	ConnSB: First Read: Analyzing an Incident#in a Novel: Objective
435				Student/Teacher	Narrative	9781531126025	149	Essential Guide: Genres: Fiction, Poetry, Drama and Nonfiction
436				Student/Teacher	Activity	9781531127244	385	ConnSB: First Read: Analyzing Characters' Motivations
437				Student/Teacher	(Drop-down selection)			
438				Teacher Only	Narrative			
439				Teacher Only	Activity			
440				Teacher Only	(Drop-down selection)			
441				Teacher Only	(Drop-down selection)			
442				Teacher Only	(Drop-down selection)			
443				Teacher Only	(Drop-down selection)			

	A	B	C	D	E	F	G	H
	Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13								
444	(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	9781531127244	429	ConnSB: Focus on Analyzing Structure
445				Student/Teacher	Activity	9781531127244	385	ConnSB: First Read: Analyzing Characters' Motivations: Objective
446				Student/Teacher	Narrative	9781531126025	422	Essential Guide: Text Structure (Blue run-in Head)
447				Student/Teacher	Activity	9781531126025	426	Essential Guide: Try It Out: Previewing and Reading a Text
448				Student/Teacher	(Drop-down selection)			
449				Teacher Only	Narrative			
450				Teacher Only	Activity			
451				Teacher Only	(Drop-down selection)			
452				Teacher Only	(Drop-down selection)			
453				Teacher Only	(Drop-down selection)			
454	(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	9781531127244	61	ConnSB: Focus on Analyzing Allusions
455				Student/Teacher	Activity	9781531127244	34	ConnSB: First Read: Analyzing Theme: Objective
456				Student/Teacher	Narrative	9781531126025	425	Essential Guide: Last checkmark
457				Student/Teacher	Activity	9781531126025	426	Essential Guide: Try It Out: Previewing and Reading a Text
458				Student/Teacher	Narrative	9781531126025	420	Essential Guide: first bullet point
459				Teacher Only	Narrative			
460				Teacher Only	Activity			
461				Teacher Only	(Drop-down selection)			
462				Teacher Only	(Drop-down selection)			
463				Teacher Only	(Drop-down selection)			
464	(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	9781531127244	32	ConnSB: Preview Concepts
465				Student/Teacher	Activity	9781531127244	53	ConnSB: Preview Concepts
466				Student/Teacher	Narrative	9781531126025	424	Essential Guide: Use Your Prior Knowledge (Black B. head)
467				Student/Teacher	Activity	9781531127244	8	ConnSB: Preview Concepts
468				Student/Teacher	Narrative	9781531127244	199	ConnSB: Making Connections
469				Teacher Only	Narrative			
470				Teacher Only	Activity			
471				Teacher Only	(Drop-down selection)			
472				Teacher Only	(Drop-down selection)			
473				Teacher Only	(Drop-down selection)			
474	(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	Essential Guide: Ways to Connect
475				Student/Teacher	Activity	9781531127244	313	ConnSB: Write
476				Student/Teacher	Narrative	9781531126025	425	Essential Guide: First check mark

	A	B	C	D	E	F	G	H
	Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13				Student/Teacher	Activity	9781531127244	475	ConnSB: Writing Prompt
477				Student/Teacher	Narrative	9781531127244	207	ConnSB: Second Read: Interpreting an Allusion#to Another Text
478				Teacher Only	Narrative			
479				Teacher Only	Activity			
480				Teacher Only	(Drop-down selection)			
481				Teacher Only	(Drop-down selection)			
482				Teacher Only	(Drop-down selection)			
483				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:	(E) make connections to personal experiences, ideas in other texts, and society	(iii) make connections to society	Student/Teacher	Narrative	9781531126025	424	Essential Guide: Use Your Prior Knowledge (Black B_head)
484				Student/Teacher	Activity	9781531127244	9	ConnSB: Making Connections
485				Student/Teacher	Narrative	9781531126025	439	Essential Guide: Ways to Connect
486				Student/Teacher	Activity	9781531127244	131	ConnSB: Writing Prompt
487				Student/Teacher	Activity	9781531127244	283	ConnSB: Speak and Listen
488				Teacher Only	Narrative			
489				Teacher Only	Activity			
490				Teacher Only	(Drop-down selection)			
491				Teacher Only	(Drop-down selection)			
492				Teacher Only	(Drop-down selection)			
493				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	9781531127244	10	ConnSB: First Read: Making Inferences
494				Student/Teacher	Activity	9781531127244	18	ConnSB: Focus on Making Inferences
495				Student/Teacher	Narrative	9781531127244	340	ConnSB: Focus on Making Inferences
496				Student/Teacher	Activity	9781531127244	20	ConnSB: Write
497				Student/Teacher	(Drop-down selection)			
498				Teacher Only	Narrative			
499				Teacher Only	Activity			
500				Teacher Only	(Drop-down selection)			
501				Teacher Only	(Drop-down selection)			
502				Teacher Only	(Drop-down selection)			
503				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	9781531127244	10	ConnSB: First Read: Making Inferences
504				Student/Teacher	Activity	9781531127244	18	ConnSB: Focus on Making Inferences
505				Student/Teacher	Narrative	9781531127244	162	ConnSB: Second Read: Supporting an Analysis#with Evidence
506				Student/Teacher	Activity	9781531127244	20	ConnSB: Write
507				Student/Teacher	Narrative	9781531126025	431	Essential Guide: Look for Textual Evidence
508				Teacher Only	Narrative			
509				Teacher Only	Activity			
510				Teacher Only	(Drop-down selection)			
511				Teacher Only	(Drop-down selection)			
512				Teacher Only	(Drop-down selection)			
513				Teacher Only	(Drop-down selection)			

	A	B	C	D	E	F	G	H
	Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13	(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	9781531127244	63	ConnSB: Second Read: Analyzing Authors' Points of View
514				Student/Teacher	Activity	9781531127244	63	ConnSB: Focus on Analyzing Authors' Points of View
515				Student/Teacher	Narrative	9781531127244	448	ConnSB: Focus on Determining Central Idea and Supporting Details
516				Student/Teacher	Activity	9781531127244	450	ConnSB: Write
517				Student/Teacher	Activity	9781531127244	72	ConnSB: Connect to Testing
518				Teacher Only	Narrative			
519				Teacher Only	Activity			
520				Teacher Only	(Drop-down selection)			
521				Teacher Only	(Drop-down selection)			
522				Teacher Only	(Drop-down selection)			
523				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:	(H) synthesize information to create new understanding	(i) synthesize information to create new understanding	Student/Teacher	Narrative	9781531126025	157	Essential Guide: Synthesizing Personal and Literary Responses
524				Student/Teacher	Activity	9781531127244	43	ConnSB: Chart
525				Student/Teacher	Narrative	9781531127244	118	ConnSB: First paragraph
526				Student/Teacher	Activity	9781531127244	45	ConnSB: Speak and Listen
527				Student/Teacher	Activity	9781531127244	104	ConnSB: Third Read: Analyzing Conflicting Information
528				Teacher Only	Narrative			
529				Teacher Only	Activity			
530				Teacher Only	(Drop-down selection)			
531				Teacher Only	(Drop-down selection)			
532				Teacher Only	(Drop-down selection)			
533				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	9781531127244	155	ConnSB: First paragraph
534				Student/Teacher	Activity	9781531127244	160	ConnSB: Speak and Listen
535				Student/Teacher	Narrative	9781531126025	438	Essential Guide: Monitoring Comprehension (Blue run in Head)
536				Student/Teacher	Activity	9781531126025	429	Essential Guide: Try It Out: Previewing and Reading a Text
537				Student/Teacher	(Drop-down selection)			
538				Teacher Only	Narrative			
539				Teacher Only	Activity			
540				Teacher Only	(Drop-down selection)			
541				Teacher Only	(Drop-down selection)			
542				Teacher Only	(Drop-down selection)			
543				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	9781531127244	155	ConnSB: First paragraph
544				Student/Teacher	Activity	9781531127244	160	ConnSB: Speak and Listen
545				Student/Teacher	Activity	9781531127244	160	ConnSB: Speak and Listen



	A	B	C	D	E	F	G	H
	Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13				Student/Teacher	Narrative	9781531126025	438	Essential Guide: Monitoring Comprehension (Blue run-in Head)
546				Student/Teacher	Activity	9781531126025	429	Essential Guide: Try It Out: Previewing and Reading a Text
547				Student/Teacher	(Drop-down selection)			
548				Teacher Only	Narrative			
549				Teacher Only	Activity			
550				Teacher Only	(Drop-down selection)			
551				Teacher Only	(Drop-down selection)			
552				Teacher Only	(Drop-down selection)			
553				Teacher Only	(Drop-down selection)			
554	(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	Essential Guide: Use Your Prior Knowledge (Black B_head)
555				Student/Teacher	Activity	9781531126025	429	Essential Guide: Try It Out: Previewing and Reading a Text; Bullet point 3
556				Student/Teacher	Narrative	9781531126025	425	Essential Guide: K-W-L Chart (table)
557				Student/Teacher	Activity	9781531126025	440	Essential Guide: Try It Out: Asking Questions After Reading
558				Student/Teacher	Activity	9781531127244	28	ConnSB: Activity 3
559				Teacher Only	Narrative			
560				Teacher Only	Activity			
561				Teacher Only	(Drop-down selection)			
562				Teacher Only	(Drop-down selection)			
563				Teacher Only	(Drop-down selection)			
564	(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	9781531127244	43	ConnSB: Questions to Ask
565				Student/Teacher	Activity	9781531127244	44	ConnSB: Chart
566				Student/Teacher	Narrative	9781531127244	105	ConnSB: Focus on Analyzing Conflicting Information
567				Student/Teacher	Activity	9781531127244	106-107	ConnSB: Questions
568				Student/Teacher	Narrative	9781531126025	150	Essential Guide: Responding to Literature (Black B_head)
569				Teacher Only	Narrative			
570				Teacher Only	Activity			
571				Teacher Only	(Drop-down selection)			
572				Teacher Only	(Drop-down selection)			
573				Teacher Only	(Drop-down selection)			
574	(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	9781531127244	310	ConnSB: Focus on Summarizing Narrative Poetry
575				Student/Teacher	Activity	9781531127244	312	ConnSB: Focus on Comparing and Contrasting Narrative#Poetry and Prose
576				Student/Teacher	Narrative	9781531127244	375	ConnSB: Third Read: Comparing Themes
577				Student/Teacher	Activity	9781531127244	313	ConnSB: Write
578				Student/Teacher	Narrative	9781531126025	150	Essential Guide: Responding to Literature (Black B_head)
579				Teacher Only	Narrative			
580				Teacher Only	Activity			
581				Teacher Only	(Drop-down selection)			
582				Teacher Only	(Drop-down selection)			
583				Teacher Only	(Drop-down selection)			

	A	B	C	D	E	F	G	H
	Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13								
584	(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	9781531127244	18	ConnSB: Focus on Making Inferences
585				Student/Teacher	Activity	9781531127244	18	ConnSB: Graphic organizer activity
586				Student/Teacher	Narrative	9781531127244	102	ConnSB: Focus on Evaluating an Argument
587				Student/Teacher	Activity	9781531127244	20	ConnSB: Write Essential Guide: Look for Textual Evidence text and chart
588				Student/Teacher	Narrative	9781531126025	431	
589				Teacher Only	Narrative			
590				Teacher Only	Activity			
591				Teacher Only	(Drop-down selection)			
592				Teacher Only	(Drop-down selection)			
593				Teacher Only	(Drop-down selection)			
594	(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	9781531127244	167	ConnSB: final paragraph
595				Student/Teacher	Activity	9781531127244	168	ConnSB: Speak and Listen
596				Student/Teacher	Narrative	9781531127244	465	ConnSB: Third paragraph
597				Student/Teacher	Activity	9781531127244	72	ConnSB: Question 2, Part B
598				Student/Teacher	Narrative	9781531126025	441	Essential Guide: Examples of Using Textual Evidence in an Informational Report (Black D Head)
599				Teacher Only	Narrative			
600				Teacher Only	Activity			
601				Teacher Only	(Drop-down selection)			
602				Teacher Only	(Drop-down selection)			
603				Teacher Only	(Drop-down selection)			
604	(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	9781531127244	167	ConnSB: final paragraph on page
605				Student/Teacher	Activity	9781531127244	168	ConnSB: Speak and Listen
606				Student/Teacher	Narrative	9781531126025	208	Essential Guide: First paragraph
607				Student/Teacher	Activity	9781531127244	118	ConnSB: Second column
608				Student/Teacher	Activity	9781531127244	72	ConnSB: Question 2, Part B
609				Teacher Only	Narrative			
610				Teacher Only	Activity			
611				Teacher Only	(Drop-down selection)			
612				Teacher Only	(Drop-down selection)			
613				Teacher Only	(Drop-down selection)			
614	(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	9781531127244	165	ConnSB: Third Read: Summarizing Fiction
615				Student/Teacher	Activity	9781531127244	168	ConnSB: Write
616				Student/Teacher	Narrative	9781531127244	165	ConnSB: Focus on Summarizing Fiction
617				Student/Teacher	Activity	9781531127244	310	ConnSB: Graphic organizer
618				Student/Teacher	Activity	9781531127244	64	ConnSB: Write
619				Teacher Only	Narrative			
620				Teacher Only	Activity			
621				Teacher Only	(Drop-down selection)			

	A	B	C	D	E	F	G	H
	Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13				Teacher Only	(Drop-down selection)			
622				Teacher Only	(Drop-down selection)			
623								
624	(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	9781531127244	165	ConnSB: Third Read: Summarizing Fiction
625				Student/Teacher	Activity	9781531127244	168	ConnSB: Write
626				Student/Teacher	Narrative	9781531127244	165	ConnSB: Focus on Summarizing Fiction
627				Student/Teacher	Activity	9781531127244	310	ConnSB: Graphic organizer
628				Student/Teacher	Activity	9781531127244	64	ConnSB: Write
629				Teacher Only	Narrative			
630				Teacher Only	Activity			
631				Teacher Only	(Drop-down selection)			
632				Teacher Only	(Drop-down selection)			
633				Teacher Only	(Drop-down selection)			
634	(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	Essential Guide: Annotating a Text (Blue runin Head)
635				Student/Teacher	Activity	9781531127244	76	ConnSB: First Read: Determining the Central Idea: Objective
636				Student/Teacher	Narrative	9781531127244	464	ConnSB: Conduct Research
637				Student/Teacher	Activity	9781531127244	64	ConnSB: Speak and Listen
638				Student/Teacher	Activity	9781531127244	291	ConnSB: First Read: How Dialogue Reveals Character: Objective
639				Teacher Only	Narrative			
640				Teacher Only	Activity			
641				Teacher Only	(Drop-down selection)			
642				Teacher Only	(Drop-down selection)			
643				Teacher Only	(Drop-down selection)			
644	(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	9781531127244	100	ConnSB: First paragraph
645				Student/Teacher	Activity	9781531127244	101	ConnSB: Speak and Listen
646				Student/Teacher	Narrative	9781531127244	281	ConnSB: First two paragraphs-learn vocab
647				Student/Teacher	Activity	9781531127244	287	ConnSB: Question 4
648				Student/Teacher	Narrative	9781531126025	447	Essential Guide: Root Words, Prefixes, and Suffixes
649				Teacher Only	Narrative			
650				Teacher Only	Activity			
651				Teacher Only	(Drop-down selection)			
652				Teacher Only	(Drop-down selection)			
653				Teacher Only	(Drop-down selection)			
654	(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	9781531127244	18	ConnSB: Focus on Making Inferences
655				Student/Teacher	Activity	9781531127244	101	ConnSB: Speak and Listen
656				Student/Teacher	Narrative	9781531127244	162	ConnSB: Second Read: Supporting an Analysis#with Evidence

	A	B	C	D	E	F	G	H
	Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13				Student/Teacher	Activity	9781531127244	165	ConnSB: Speak and Listen
657				Student/Teacher	Activity	9781531127244	85	ConnSB: Speak and Listen
658				Teacher Only	Narrative			
659				Teacher Only	Activity			
660				Teacher Only	(Drop-down selection)			
661				Teacher Only	(Drop-down selection)			
662				Teacher Only	(Drop-down selection)			
663				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:	(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	9781531127244	18	ConnSB: First paragraph
664				Student/Teacher	Activity	9781531127244	18	ConnSB: chart
665				Student/Teacher	Narrative	9781531127244	20	ConnSB: Final two paragraphs
666				Student/Teacher	Activity	9781531127244	22	ConnSB: Write
667				Student/Teacher	Activity	9781531127244	20	ConnSB: Write
668				Teacher Only	Narrative			
669				Teacher Only	Activity			
670				Teacher Only	(Drop-down selection)			
671				Teacher Only	(Drop-down selection)			
672				Teacher Only	(Drop-down selection)			
673				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	9781531126025	443	Essential Guide: First three paragraphs
674				Student/Teacher	Activity	9781531127244	418	ConnSB: bullet point in Rubric
675				Student/Teacher	Narrative	9781531127244	297	ConnSB: Language: Nonstandard verbs
676				Student/Teacher	Activity	9781531127244	435	ConnSB: Expectations for Discussion
677				Student/Teacher	Activity	9781531127244	364	ConnSB: Writing Conventions: standard English
678				Teacher Only	Narrative			
679				Teacher Only	Activity			
680				Teacher Only	(Drop-down selection)			
681				Teacher Only	(Drop-down selection)			
682				Teacher Only	(Drop-down selection)			
683				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	9781531127244	100	ConnSB: Focus on Defining Terms
684				Student/Teacher	Activity	9781531127244	101	ConnSB: Speak and Listen
685				Student/Teacher	Narrative	9781531126025	456	Essential Guide: Words That Communicate Clearly (Blue A Head)
686				Student/Teacher	Activity	9781531127244	41	ConnSB: Speak and Listen
687				Student/Teacher	Narrative	9781531127244	354	ConnSB: Second Peer Review
688				Teacher Only	Narrative			
689				Teacher Only	Activity			
690				Teacher Only	(Drop-down selection)			
691				Teacher Only	(Drop-down selection)			
692				Teacher Only	(Drop-down selection)			
693				Teacher Only	(Drop-down selection)			

	A	B	C	D	E	F	G	H
	Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13								
694	(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	Essential Guide: First paragraph
695				Student/Teacher	Activity	9781531127244	148	ConnSB: Digital Presentation
696				Student/Teacher	Narrative	9781531127244	142	ConnSB: Focus on Examining Word Choice and Tone
697				Student/Teacher	Activity	9781531127244	435	ConnSB: Expectations for Discussion
698				Student/Teacher	Narrative	9781531126025	109	Essential Guide: Fourth bullet point
699				Teacher Only	Narrative			
700				Teacher Only	Activity			
701				Teacher Only	(Drop-down selection)			
702				Teacher Only	(Drop-down selection)			
703				Teacher Only	(Drop-down selection)			
704	(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	Essential Guide: First paragraph
705				Student/Teacher	Activity	9781531127244	169	ConnSB: number 1
706				Student/Teacher	Narrative	9781531126025	32	Essential Guide: Style and Voice
707				Student/Teacher	Activity	9781531127244	435	ConnSB: Expectations for Discussion
708				Student/Teacher	Activity	9781531127244	132	ConnSB: Writing Expression 5th bullet
709				Teacher Only	Narrative			
710				Teacher Only	Activity			
711				Teacher Only	(Drop-down selection)			
712				Teacher Only	(Drop-down selection)			
713				Teacher Only	(Drop-down selection)			
714	(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(I) reflect on and adjust responses as new evidence is presented	(i) reflect on responses as new evidence is presented	Student/Teacher	Narrative	9781531126025	463	Essential Guide: Summarize what you heard. (Blue runin Head)
715				Student/Teacher	Activity	9781531127244	236	ConnSB: Expectations for Discussion
716				Student/Teacher	Narrative	9781531127244	431	ConnSB: Third paragraph
717				Student/Teacher	Activity	9781531127244	85	ConnSB: Speak and Listen
718				Student/Teacher	Activity	9781531127244	435	ConnSB: Expectations for Discussion
719				Teacher Only	Narrative			
720				Teacher Only	Activity			
721				Teacher Only	(Drop-down selection)			
722				Teacher Only	(Drop-down selection)			
723				Teacher Only	(Drop-down selection)			
724	(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(I) reflect on and adjust responses as new evidence is presented	(ii) adjust responses as new evidence is presented	Student/Teacher	Narrative	9781531126025	463	Essential Guide: Summarize what you heard. (Blue runin Head)
725				Student/Teacher	Activity	9781531127244	236	ConnSB: Expectations for Discussion
726				Student/Teacher	Narrative	9781531127244	431	ConnSB: Third paragraph
727				Student/Teacher	Activity	9781531127244	85	ConnSB: Speak and Listen
728				Student/Teacher	Activity	9781531127244	435	ConnSB: Expectations for Discussion
729				Teacher Only	Narrative			
730				Teacher Only	Activity			

	A	B	C	D	E	F	G	H
	Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13								
731				Teacher Only	(Drop-down selection)			
732				Teacher Only	(Drop-down selection)			
733				Teacher Only	(Drop-down selection)			
734	(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:	(J) defend or challenge the authors' claims using relevant text evidence	(i) defend or challenge the authors' claims using relevant text evidence	Student/Teacher	Narrative	9781531127244	431	ConnSB: Focus on Evaluating Claims and Evidence
735				Student/Teacher	Activity	9781531127244	433	ConnSB: Speak and Listen
736				Student/Teacher	Narrative	9781531127244	102	ConnSB: Focus on Evaluating an Argument
737				Student/Teacher	Activity	9781531127244	103	ConnSB: Speak and Listen
738				Student/Teacher	(Drop-down selection)			
739				Teacher Only	Narrative			
740				Teacher Only	Activity			
741				Teacher Only	(Drop-down selection)			
742				Teacher Only	(Drop-down selection)			
743				Teacher Only	(Drop-down selection)			
744	(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) analyze how themes are developed through the interaction of characters and events	(i) analyze how themes are developed through the interaction of characters	Student/Teacher	Narrative	9781531127244	38	ConnSB: Focus on Analyzing Theme
745				Student/Teacher	Activity	9781531127244	39	ConnSB: Write
746				Student/Teacher	Narrative	9781531127244	268	ConnSB: First Read: Examining How Dialogue Propels Plot
747				Student/Teacher	Activity	9781531127244	374	ConnSB: Focus on Determining Theme
748				Student/Teacher	(Drop-down selection)			
749				Teacher Only	Narrative			
750				Teacher Only	Activity			
751				Teacher Only	(Drop-down selection)			
752				Teacher Only	(Drop-down selection)			
753				Teacher Only	(Drop-down selection)			
754	(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) analyze how themes are developed through the interaction of characters and events	(ii) analyze how themes are developed through events	Student/Teacher	Narrative	9781531127244	374	ConnSB: Focus on Determining Theme
755				Student/Teacher	Activity	9781531127244	375	ConnSB: Speak and Listen
756				Student/Teacher	Narrative	9781531127244	38	ConnSB: Focus on Analyzing Theme
757				Student/Teacher	Activity	9781531127244	39	ConnSB: Write
758				Student/Teacher	Narrative	9781531126025	153	Essential Guide: Last bullet point
759				Teacher Only	Narrative			
760				Teacher Only	Activity			
761				Teacher Only	(Drop-down selection)			
762				Teacher Only	(Drop-down selection)			
763				Teacher Only	(Drop-down selection)			
764	(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' motivations and behaviors influence events and resolution of the conflict	(i) analyze how characters' motivations influence events	Student/Teacher	Narrative	9781531127244	38	ConnSB: Focus on Analyzing Theme
765				Student/Teacher	Activity	9781531127244	39	ConnSB: Write
766				Student/Teacher	Narrative	9781531127244	205	ConnSB: Focus on Analyzing an Incident in a Novel

	A	B	C	D	E	F	G	H
	Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13				Student/Teacher	Activity	9781531127244	205	ConnSB: Chart
767				Student/Teacher	Narrative	9781531127244	40	ConnSB: First three paragraphs
768				Teacher Only	Narrative			
769				Teacher Only	Activity			
770				Teacher Only	(Drop-down selection)			
771				Teacher Only	(Drop-down selection)			
772				Teacher Only	(Drop-down selection)			
773				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:	(B) analyze how characters' motivations and behaviors influence events and resolution of the conflict	(ii) analyze how characters' motivations influence resolution of the conflict	Student/Teacher	Narrative	9781531127244	38	ConnSB: Focus on Analyzing Theme
774				Student/Teacher	Activity	9781531127244	39	ConnSB: Write
775				Student/Teacher	Narrative	9781531127244	277	ConnSB: Paragraphs under head
776				Student/Teacher	Activity	9781531127244	278	ConnSB: Write
777				Student/Teacher	Narrative	9781531127244	391	ConnSB: Focus on Analyzing Characters' Motivations
778				Teacher Only	Narrative			
779				Teacher Only	Activity			
780				Teacher Only	(Drop-down selection)			
781				Teacher Only	(Drop-down selection)			
782				Teacher Only	(Drop-down selection)			
783				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:	(B) analyze how characters' motivations and behaviors influence events and resolution of the conflict	(iii) analyze how characters' behaviors influence events	Student/Teacher	Narrative	9781531127244	38	ConnSB: Focus on Analyzing Theme
784				Student/Teacher	Activity	9781531127244	39	ConnSB: Write
785				Student/Teacher	Narrative	9781531127244	205	ConnSB: Focus on Analyzing an Incident in a Novel
786				Student/Teacher	Activity	9781531127244	205	ConnSB: Chart
787				Student/Teacher	Narrative	9781531127244	40	ConnSB: First three paragraphs
788				Teacher Only	Narrative			
789				Teacher Only	Activity			
790				Teacher Only	(Drop-down selection)			
791				Teacher Only	(Drop-down selection)			
792				Teacher Only	(Drop-down selection)			
793				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:	(B) analyze how characters' motivations and behaviors influence events and resolution of the conflict	(iv) analyze how characters' behaviors influence resolution of the conflict	Student/Teacher	Narrative	9781531127244	38	ConnSB: Focus on Analyzing Theme
794				Student/Teacher	Activity	9781531127244	39	ConnSB: Write
795				Student/Teacher	Narrative	9781531127244	277	ConnSB: Paragraphs under head
796				Student/Teacher	Activity	9781531127244	278	ConnSB: Write
797				Student/Teacher	Narrative	9781531127244	391	ConnSB: Focus on Analyzing Characters' Motivations
798				Teacher Only	Narrative			
799				Teacher Only	Activity			
800				Teacher Only	(Drop-down selection)			
801				Teacher Only	(Drop-down selection)			
802				Teacher Only	(Drop-down selection)			
803				Teacher Only	(Drop-down selection)			

	A	B	C	D	E	F	G	H
	Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13								
804	(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 non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development	(i) analyze non-linear plot development	Student/Teacher	Narrative	9781531127244	281	ConnSB: Focus on Understanding the Purpose of a Story Within a Story
805				Student/Teacher	Activity	9781531127244	283	ConnSB: Speak and Listen
806				Student/Teacher	Narrative	9781531127244	393	ConnSB: Third paragraph
807				Student/Teacher	Activity	9781531127244	394	ConnSB: Write
808				Student/Teacher	(Drop-down selection)			
809				Teacher Only	Narrative			
810				Teacher Only	Activity			
811				Teacher Only	(Drop-down selection)			
812				Teacher Only	(Drop-down selection)			
813				Teacher Only	(Drop-down selection)			
814	(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 non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development	(ii) compare [non-linear plot development] to linear plot development	Student/Teacher	Narrative	9781531127244	281	ConnSB: Focus on Understanding the Purpose of a Story Within a Story
815				Student/Teacher	Activity	9781531127244	283	ConnSB: Speak and Listen
816				Student/Teacher	Narrative	9781531127244	393	ConnSB: Third paragraph
817				Student/Teacher	Activity	9781531127244	394	ConnSB: Write
818				Student/Teacher	(Drop-down selection)			
819				Teacher Only	Narrative			
820				Teacher Only	Activity			
821				Teacher Only	(Drop-down selection)			
822				Teacher Only	(Drop-down selection)			
823				Teacher Only	(Drop-down selection)			
824	(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) explain how the setting influences the values and beliefs of characters	(i) explain how the setting influences the values of characters	Student/Teacher	Narrative	9781531127244	162	ConnSB: First paragraph
825				Student/Teacher	Activity	9781531127244	204	ConnSB: First Response
826				Student/Teacher	Narrative	9781531127244	374	ConnSB: First paragraph
827				Student/Teacher	Activity	9781531127244	357	ConnSB: Question 1
828				Student/Teacher	Narrative	9781531126025	153	Essential Guide: Setting
829				Teacher Only	Narrative			
830				Teacher Only	Activity			
831				Teacher Only	(Drop-down selection)			
832				Teacher Only	(Drop-down selection)			
833				Teacher Only	(Drop-down selection)			
834	(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) explain how the setting influences the values and beliefs of characters	(ii) explain how the setting influences the beliefs of characters	Student/Teacher	Narrative	9781531127244	162	ConnSB: First paragraph
835				Student/Teacher	Activity	9781531127244	204	ConnSB: First Response
836				Student/Teacher	Narrative	9781531127244	374	ConnSB: First paragraph
837				Student/Teacher	Activity	9781531127244	357	ConnSB: Question 1
838				Student/Teacher	Narrative	9781531126025	153	Essential Guide: Setting
839				Teacher Only	Narrative			
840				Teacher Only	Activity			
841				Teacher Only	(Drop-down selection)			
842				Teacher Only	(Drop-down selection)			
843				Teacher Only	(Drop-down selection)			



	A	B	C	D	E	F	G	H
	Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13								
844	(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, fantasy, science fiction, and short stories	(i) demonstrate knowledge of literary genres	Student/Teacher	Narrative	9781531126025	424	Essential Guide: Genre
845				Student/Teacher	Activity	9781531126025	426	Essential Guide: Try It Out: Previewing and Reading a Text
846				Student/Teacher	Narrative	9781531127244	310	ConnSB: Focus on Summarizing Narrative Poetry
847				Student/Teacher	Activity	9781531127244	398	ConnSB: Project-Based Assessments, Retell a Myth
848				Student/Teacher	Activity	9781531127244	44	ConnSB: Chart
849				Teacher Only	Narrative			
850				Teacher Only	Activity			
851				Teacher Only	(Drop-down selection)			
852				Teacher Only	(Drop-down selection)			
853				Teacher Only	(Drop-down selection)			
854	(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 graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry	(i) analyze the effect of graphical elements across a variety of poetic forms	Student/Teacher	Narrative	9781531127244	22	ConnSB: Paragraphs and charts
855				Student/Teacher	Activity	9781531127244	22	ConnSB: Questions
856				Student/Teacher	Narrative	9781531126025	154	Essential Guide: Finding Meaning in Lyrical Poetry
857				Student/Teacher	Activity	9781531127244	305	ConnSB: First Read: Summarizing Narrative Poetry: Objective
858				Student/Teacher	Activity	9781531127244	375	ConnSB: Third Read: Comparing Themes: Objective
859				Teacher Only	Narrative			
860				Teacher Only	Activity			
861				Teacher Only	(Drop-down selection)			
862				Teacher Only	(Drop-down selection)			
863				Teacher Only	(Drop-down selection)			
864	(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 dramatic action through the use of acts and scenes	(i) analyze how playwrights develop dramatic action through the use of acts	Student/Teacher	Narrative	9781531127244	393	ConnSB: First paragraph
865				Student/Teacher	Activity	9781531127244	394	ConnSB: Write
866				Student/Teacher	Narrative	9781531126025	155	Essential Guide: Finding Meaning in Drama (checklist head)
867				Student/Teacher	Activity	9781531127244	401	ConnSB: Question 6
868				Student/Teacher	(Drop-down selection)			
869				Teacher Only	Narrative			
870				Teacher Only	Activity			
871				Teacher Only	(Drop-down selection)			
872				Teacher Only	(Drop-down selection)			
873				Teacher Only	(Drop-down selection)			

	A	B	C	D	E	F	G	H
	Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13	(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 dramatic action through the use of acts and scenes	(ii) analyze how playwrights develop dramatic action through the use of scenes	Student/Teacher	Narrative	9781531127244	393	ConnSB: First paragraph
874				Student/Teacher	Activity	9781531127244	393-394	ConnSB: Questions 1 through 5
875				Student/Teacher	Narrative	9781531126025	155	Essential Guide: Finding Meaning in Drama (checklist head)
876				Student/Teacher	Activity	9781531127244	394	ConnSB: Write
877				Student/Teacher	(Drop-down selection)			
878				Teacher Only	Narrative			
879				Teacher Only	Activity			
880				Teacher Only	(Drop-down selection)			
881				Teacher Only	(Drop-down selection)			
882				Teacher Only	(Drop-down selection)			
883				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 footnotes, endnotes, and citations; and (iii) multiple organizational patterns within a text to develop the thesis	(i) analyze characteristics of informational text, including the controlling idea or thesis with supporting evidence	Student/Teacher	Narrative	9781531127244	80	ConnSB: Focus on Determining the Central Idea
884				Student/Teacher	Activity	9781531127244	83	ConnSB: Write
885				Student/Teacher	Narrative	9781531127244	327	ConnSB: Focus on Analyzing the Development of the Central Idea
886				Student/Teacher	Activity	9781531127244	323	ConnSB: Questions
887				Student/Teacher	Activity	9781531126025	428	Essential Guide: Chart
888				Teacher Only	Narrative			
889				Teacher Only	Activity			
890				Teacher Only	(Drop-down selection)			
891				Teacher Only	(Drop-down selection)			
892				Teacher Only	(Drop-down selection)			
893				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 footnotes, endnotes, and citations; and (iii) multiple organizational patterns within a text to develop the thesis	(ii) analyze characteristics of informational text, including features	Student/Teacher	Narrative	9781531126025	421	Essential Guide: Preview Text Features, Structure, and Genre (Black B_head)
894				Student/Teacher	Activity	9781531126025	426	Essential Guide: Try It Out
895				Student/Teacher	Narrative	9781531127244	155	ConnSB: First Read: Determining the Meaning of Words and Phrases: Objective
896				Student/Teacher	Activity	9781531127244	456	ConnSB: Analysis Component
897				Student/Teacher	Activity	9781531127244	442	ConnSB: Objective
898				Teacher Only	Narrative			
899				Teacher Only	Activity			
900				Teacher Only	(Drop-down selection)			
901				Teacher Only	(Drop-down selection)			
902				Teacher Only	(Drop-down selection)			
903				Teacher Only	(Drop-down selection)			

	A	B	C	D	E	F	G	H
	Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13								
904	(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 footnotes, endnotes, and citations; and (iii) multiple organizational patterns within a text to develop the thesis	(iii) analyze characteristics of informational text, including multiple organizational patterns within a text to develop the thesis	Student/Teacher	Narrative	9781531127244	182	ConnSB: Focus on Analyzing the Structure of a Paragraph
905				Student/Teacher	Activity	9781531127244	184	ConnSB: Speak and Listen
906				Student/Teacher	Narrative	9781531127244	429	ConnSB: Focus on Analyzing Structure
907				Student/Teacher	Activity	9781531127244	431	ConnSB: Speak and Listen
908				Student/Teacher	(Drop-down selection)			
909				Teacher Only	Narrative			
910				Teacher Only	Activity			
911				Teacher Only	(Drop-down selection)			
912				Teacher Only	(Drop-down selection)			
913				Teacher Only	(Drop-down selection)			
914	(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 footnotes, endnotes, and citations; and (iii) multiple organizational patterns within a text to develop the thesis	(iv) analyze structural elements of informational text, including the controlling idea or thesis with supporting evidence	Student/Teacher	Narrative	9781531127244	80	ConnSB: Focus on Determining the Central Idea
915				Student/Teacher	Activity	9781531127244	84	ConnSB: Questions
916				Student/Teacher	Narrative	9781531127244	83	ConnSB: Focus on Analyzing Text Organizational Structures
917				Student/Teacher	Activity	9781531127244	76	ConnSB: First Read: Determining the Central Idea: Objective
918				Student/Teacher	Activity	9781531127244	83	ConnSB: Write
919				Teacher Only	Narrative			
920				Teacher Only	Activity			
921				Teacher Only	(Drop-down selection)			
922				Teacher Only	(Drop-down selection)			
923				Teacher Only	(Drop-down selection)			
924	(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 footnotes, endnotes, and citations; and (iii) multiple organizational patterns within a text to develop the thesis	(v) analyze structural elements of informational text, including features	Student/Teacher	Narrative	9781531127244	185	ConnSB: First paragraph
925				Student/Teacher	Activity	9781531127244	190	ConnSB: Second bullet point
926				Student/Teacher	Narrative	9781531126025	442	Essential Guide: Table
927				Student/Teacher	Activity	9781531126025	426	Essential Guide: Try It Out: Previewing and Reading a Text
928				Student/Teacher	Activity	9781531127244	442	ConnSB: First Read: Determining Central Idea and Supporting Details: Objective
929				Teacher Only	Narrative			
930				Teacher Only	Activity			
931				Teacher Only	(Drop-down selection)			
932				Teacher Only	(Drop-down selection)			
933				Teacher Only	(Drop-down selection)			

	A	B	C	D	E	F	G	H
	Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13								
934	(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 footnotes, endnotes, and citations; and (iii) multiple organizational patterns within a text to develop the thesis	(vi) analyze structural elements of informational text, including multiple organizational patterns within a text to develop the thesis	Student/Teacher	Narrative	9781531127244	182	ConnSB: Focus on Analyzing the Structure of a Paragraph
935				Student/Teacher	Activity	9781531127244	184	ConnSB: Speak and Listen
936				Student/Teacher	Narrative	9781531127244	429	ConnSB: Focus on Analyzing Structure
937				Student/Teacher	Activity	9781531127244	431	ConnSB: Speak and Listen
938				Student/Teacher	Activity	9781531127244	430	ConnSB: Questions 1 through 4
939				Teacher Only	Narrative			
940				Teacher Only	Activity			
941				Teacher Only	(Drop-down selection)			
942				Teacher Only	(Drop-down selection)			
943				Teacher Only	(Drop-down selection)			
944	(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 and analyzing the argument; (ii) identifying and explaining the counter argument; and (iii) identifying the intended audience or reader	(i) analyze characteristics of argumentative text by identifying the claim	Student/Teacher	Narrative	9781531127244	102	ConnSB: Focus on Evaluating an Argument
945				Student/Teacher	Activity	9781531127244	105	ConnSB: Chart
946				Student/Teacher	Narrative	9781531127244	431	ConnSB: Focus on Evaluating Claims and Evidence
947				Student/Teacher	Activity	9781531127244	102	ConnSB: Focus on Evaluating an Argument: Objective
948				Student/Teacher	Activity	9781531127244	241	ConnSB: Question 3
949				Teacher Only	Narrative			
950				Teacher Only	Activity			
951				Teacher Only	(Drop-down selection)			
952				Teacher Only	(Drop-down selection)			
953				Teacher Only	(Drop-down selection)			
954	(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 and analyzing the argument; (ii) identifying and explaining the counter argument; and (iii) identifying the intended audience or reader	(ii) analyze characteristics of argumentative text by analyzing the argument	Student/Teacher	Narrative	9781531127244	102	ConnSB: Second Read: Evaluating an Argument
955				Student/Teacher	Activity	9781531127244	103	ConnSB: Speak and Listen
956				Student/Teacher	Narrative	9781531127244	228	ConnSB: Focus on Evaluating an Argument
957				Student/Teacher	Activity	9781531127244	231	ConnSB: Speak and Listen
958				Student/Teacher	Activity	9781531127244	108	ConnSB: Write
959				Teacher Only	Narrative			
960				Teacher Only	Activity			
961				Teacher Only	(Drop-down selection)			
962				Teacher Only	(Drop-down selection)			
963				Teacher Only	(Drop-down selection)			

	A	B	C	D	E	F	G	H
	Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13								
964	(B) 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 and analyzing the argument; (ii) identifying and explaining the counter argument; and (iii) identifying the intended audience or reader	(iii) analyze characteristics of argumentative text by identifying the counter argument	Student/Teacher	Narrative	9781531127244	86	ConnSB: Focus on Analyzing Points of View
965				Student/Teacher	Activity	9781531127244	87	ConnSB: Write
966				Student/Teacher	Narrative	9781531127244	104	ConnSB: Third Read: Analyzing Conflicting Information
967				Student/Teacher	Activity	9781531127244	105	ConnSB: Focus on Analyzing Conflicting Information
968				Student/Teacher	Activity	9781531127244	93	ConnSB: Question 4
969				Teacher Only	Narrative			
970				Teacher Only	Activity			
971				Teacher Only	(Drop-down selection)			
972				Teacher Only	(Drop-down selection)			
973				Teacher Only	(Drop-down selection)			
974	(B) 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 and analyzing the argument; (ii) identifying and explaining the counter argument; and (iii) identifying the intended audience or reader	(iv) analyze characteristics of argumentative text by explaining the counter argument	Student/Teacher	Narrative	9781531127244	86	ConnSB: Focus on Analyzing Points of View
975				Student/Teacher	Activity	9781531127244	87	ConnSB: Write
976				Student/Teacher	Narrative	9781531127244	104	ConnSB: Third Read: Analyzing Conflicting Information
977				Student/Teacher	Activity	9781531127244	105	ConnSB: Focus on Analyzing Conflicting Information
978				Student/Teacher	Activity	9781531127244	92	ConnSB: Connect to Testing
979				Teacher Only	Narrative			
980				Teacher Only	Activity			
981				Teacher Only	(Drop-down selection)			
982				Teacher Only	(Drop-down selection)			
983				Teacher Only	(Drop-down selection)			
984	(B) 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 and analyzing the argument; (ii) identifying and explaining the counter argument; and (iii) identifying the intended audience or reader	(v) analyze characteristics of argumentative text by identifying the intended audience or reader	Student/Teacher	Narrative	9781531127244	407	ConnSB: Focus on Analyzing Central Ideas
985				Student/Teacher	Activity	9781531127244	408	ConnSB: Chart
986				Student/Teacher	Narrative	9781531127244	228	ConnSB: Last paragraph
987				Student/Teacher	Activity	9781531127244	185	ConnSB: Chart
988				Student/Teacher	(Drop-down selection)			
989				Teacher Only	Narrative			
990				Teacher Only	Activity			
991				Teacher Only	(Drop-down selection)			
992				Teacher Only	(Drop-down selection)			
993				Teacher Only	(Drop-down selection)			
994	(B) 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 and analyzing the argument; (ii) identifying and explaining the counter argument; and (iii) identifying the intended audience or reader	(vi) analyze structures of argumentative text by identifying the claim	Student/Teacher	Narrative	9781531127244	102	ConnSB: Focus on Evaluating an Argument
995				Student/Teacher	Activity	9781531127244	108	ConnSB: Write

	A	B	C	D	E	F	G	H
	Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13				Student/Teacher	Narrative	9781531127244	431	ConnSB: Focus on Evaluating Claims and Evidence
996				Student/Teacher	Activity	9781531127244	241	ConnSB: Question 3
997				Student/Teacher	Activity	9781531127244	225	ConnSB: Second Read: Evaluating an Argument: Objective
998				Teacher Only	Narrative			
999				Teacher Only	Activity			
1000				Teacher Only	(Drop-down selection)			
1001				Teacher Only	(Drop-down selection)			
1002				Teacher Only	(Drop-down selection)			
1003				Teacher Only	(Drop-down selection)			
1004	(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 and analyzing the argument; (ii) identifying and explaining the counter argument; and (iii) identifying the intended audience or reader	(vii) analyze structures of argumentative text by analyzing the argument	Student/Teacher	Narrative	9781531127244	102	ConnSB: Focus on Evaluating an Argument
1005				Student/Teacher	Activity	9781531127244	108	ConnSB: Write
1006				Student/Teacher	Narrative	9781531127244	431	ConnSB: Focus on
1007				Student/Teacher	Activity	9781531127244	241	ConnSB: Question 3
1008				Student/Teacher	Activity	9781531127244	225	ConnSB: Second Read:
1009				Teacher Only	Narrative			
1010				Teacher Only	Activity			
1011				Teacher Only	(Drop-down selection)			
1012				Teacher Only	(Drop-down selection)			
1013				Teacher Only	(Drop-down selection)			
1014	(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 and analyzing the argument; (ii) identifying and explaining the counter argument; and (iii) identifying the intended audience or reader	(viii) analyze structures of argumentative text by identifying the counter argument	Student/Teacher	Narrative	9781531127244	86	ConnSB: Focus on Analyzing Points of View
1015				Student/Teacher	Activity	9781531127244	87	ConnSB: Write
1016				Student/Teacher	Narrative	9781531127244	104	ConnSB: Third Read: Analyzing Conflicting Information
1017				Student/Teacher	Activity	9781531127244	105	ConnSB: Focus on Analyzing Conflicting Information
1018				Student/Teacher	Activity	9781531127244	92	ConnSB: Connect to Testing
1019				Teacher Only	Narrative			
1020				Teacher Only	Activity			
1021				Teacher Only	(Drop-down selection)			
1022				Teacher Only	(Drop-down selection)			
1023				Teacher Only	(Drop-down selection)			
1024	(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 and analyzing the argument; (ii) identifying and explaining the counter argument; and (iii) identifying the intended audience or reader	(ix) analyze structures of argumentative text by explaining the counter argument	Student/Teacher	Narrative	9781531127244	86	ConnSB: Focus on Analyzing Points of View
1025				Student/Teacher	Activity	9781531127244	87	ConnSB: Write
1026				Student/Teacher	Narrative	9781531127244	104	ConnSB: Third Read: Analyzing Conflicting Information
1027				Student/Teacher	Activity	9781531127244	105	ConnSB: Focus on Analyzing Conflicting Information
1028				Student/Teacher	Activity	9781531127244	92	ConnSB: Connect to Testing
1029				Teacher Only	Narrative			
1030				Teacher Only	Activity			

	A	B	C	D	E	F	G	H
	Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13								
1031				Teacher Only	(Drop-down selection)			
1032				Teacher Only	(Drop-down selection)			
1033				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 and analyzing the argument; (ii) identifying and explaining the counter argument; and (iii) identifying the intended audience or reader	(x) analyze structures of argumentative text by identifying the intended audience or reader	Student/Teacher	Narrative	9781531127244	407	ConnSB: Focus on Analyzing Central Ideas
1034								
1035				Student/Teacher	Activity	9781531127244	408	ConnSB: Chart
1036				Student/Teacher	Narrative	9781531127244	228	ConnSB: Last paragraph
1037				Student/Teacher	Activity	9781531127244	185	ConnSB: Chart
1038				Student/Teacher	(Drop-down selection)			
1039				Teacher Only	Narrative			
1040				Teacher Only	Activity			
1041				Teacher Only	(Drop-down selection)			
1042				Teacher Only	(Drop-down selection)			
1043				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	9781531127244	185	ConnSB: First paragraph
1044								
1045				Student/Teacher	Activity	9781531127244	185	ConnSB: Chart
1046				Student/Teacher	Narrative	9781531127244	187	ConnSB: Focus on Evaluating Media Portrayals of a Topic
1047				Student/Teacher	Activity	9781531127244	189	ConnSB: Write
1048				Student/Teacher	(Drop-down selection)			
1049				Teacher Only	Narrative			
1050				Teacher Only	Activity			
1051				Teacher Only	(Drop-down selection)			
1052				Teacher Only	(Drop-down selection)			
1053				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	(ii) analyze characteristics of digital texts	Student/Teacher	Narrative	9781531127244	144	ConnSB: First paragraph
1054								
1055				Student/Teacher	Activity	9781531127244	144	ConnSB: Third bullet point
1056				Student/Teacher	Narrative	9781531127244	106	ConnSB: Paragraph in center of page
1057				Student/Teacher	Activity	9781531127244	108	ConnSB: Write
1058				Student/Teacher	Narrative	9781531126025	422	Essential Guide: Digital features
1059				Teacher Only	Narrative			
1060				Teacher Only	Activity			
1061				Teacher Only	(Drop-down selection)			
1062				Teacher Only	(Drop-down selection)			
1063				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:	(A) explain the author's purpose and message within a text	(i) explain the author's purpose within a text	Student/Teacher	Narrative	9781531127244	64	ConnSB: Focus on Authors' Purpose
1064								
1065				Student/Teacher	Activity	9781531127244	66	ConnSB: Questions 1-4
1066				Student/Teacher	Narrative	9781531127244	120	ConnSB: Step 2

	A	B	C	D	E	F	G	H
	Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13				Student/Teacher	Activity	9781531127244	311	ConnSB: Write
1067				Student/Teacher	Activity	9781531127244	90	ConnSB: Step 2, second bullet
1068				Teacher Only	Narrative			
1069				Teacher Only	Activity			
1070				Teacher Only	(Drop-down selection)			
1071				Teacher Only	(Drop-down selection)			
1072				Teacher Only	(Drop-down selection)			
1073				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:	(A) explain the author's purpose and message within a text	(ii) explain the author's message within a text	Student/Teacher	Narrative	9781531127244	374	ConnSB: Focus on Determining Theme
1074				Student/Teacher	Activity	9781531127244	375	ConnSB: Speak and Listen
1075				Student/Teacher	Narrative	9781531127244	144	ConnSB: Third Read: Analyzing How an Author Responds to Other Viewpoints
1076				Student/Teacher	Activity	9781531127244	145	ConnSB: Speak and Listen
1077				Student/Teacher	Narrative	9781531127244	120	ConnSB: Step 2
1078				Teacher Only	Narrative			
1079				Teacher Only	Activity			
1080				Teacher Only	(Drop-down selection)			
1081				Teacher Only	(Drop-down selection)			
1082				Teacher Only	(Drop-down selection)			
1083				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:	(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	9781531127244	83	ConnSB: Focus on Analyzing Text Organizational Structures
1084				Student/Teacher	Activity	9781531127244	83	ConnSB: Focus on Analyzing Text Organizational Structures: Objective
1085				Student/Teacher	Narrative	9781531127244	429	ConnSB: Focus on Analyzing Structure
1086				Student/Teacher	Activity	9781531127244	85	ConnSB: Write
1087				Student/Teacher	Activity	9781531127244	430	ConnSB: Question 1
1088				Teacher Only	Narrative			
1089				Teacher Only	Activity			
1090				Teacher Only	(Drop-down selection)			
1091				Teacher Only	(Drop-down selection)			
1092				Teacher Only	(Drop-down selection)			
1093				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	9781531126025	421	Essential Guide: Preview Text Features, Structure, and Genre (Black B_head)
1094				Student/Teacher	Activity	9781531126025	426	Essential Guide: Try It Out: Previewing and Reading a Text
1095				Student/Teacher	Narrative	9781531127244	384	ConnSB: Instructions
1096								



	A	B	C	D	E	F	G	H
	Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13				Student/Teacher	Activity	9781531127244	385	ConnSB: First Read: Analyzing Characters' Motivations: Objective
1097				Student/Teacher	Activity	9781531127244	10	ConnSB: First Read: Making Inferences: Objective
1098				Teacher Only	Narrative			
1099				Teacher Only	Activity			
1100				Teacher Only	(Drop-down selection)			
1101				Teacher Only	(Drop-down selection)			
1102				Teacher Only	(Drop-down selection)			
1103				Teacher Only	(Drop-down selection)			
1104	(9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:	(C) analyze the author's use of print and graphic features to achieve specific purposes	(ii) analyze the author's use of graphic features to achieve specific purposes	Student/Teacher	Narrative	9781531126025	421	Essential Guide: Preview Text Features, Structure, and Genre (Black B_head)
1105				Student/Teacher	Activity	9781531126025	426	Essential Guide: Try It Out: Previewing and Reading a Text
1106				Student/Teacher	Narrative	9781531127244	281	ConnSB: Focus on Understanding the Purpose of a Story Within a Story
1107				Student/Teacher	Activity	9781531127244	22	ConnSB: Third Read: Analyzing How Structure Contributes to Meaning
1108				Student/Teacher	Activity	9781531127244	327	ConnSB: First Response
1109				Teacher Only	Narrative			
1110				Teacher Only	Activity			
1111				Teacher Only	(Drop-down selection)			
1112				Teacher Only	(Drop-down selection)			
1113				Teacher Only	(Drop-down selection)			
1114	(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 extended metaphor achieves specific purposes	(i) describe how the author's use of figurative language achieves specific purposes	Student/Teacher	Narrative	9781531127244	20	ConnSB: Focus on Analyzing Symbolism and Theme
1115				Student/Teacher	Activity	9781531127244	22	ConnSB: Write
1116				Student/Teacher	Narrative	9781531127244	294	ConnSB: Second Read: Recognizing the Effects of Figurative Language
1117				Student/Teacher	Activity	9781531127244	294	ConnSB: Focus on Recognizing the Effects of Figurative Language
1118				Student/Teacher	(Drop-down selection)			
1119				Teacher Only	Narrative			
1120				Teacher Only	Activity			
1121				Teacher Only	(Drop-down selection)			
1122				Teacher Only	(Drop-down selection)			
1123				Teacher Only	(Drop-down selection)			
1124	(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 and analyze the use of literary devices, including multiple points of view and irony	(i) identify the use of literary devices, including multiple points of view	Student/Teacher	Narrative	9781531127244	63	ConnSB: Second Read: Analyzing Authors' Points of View
1125				Student/Teacher	Activity	9781531127244	63	ConnSB: Chart

	A	B	C	D	E	F	G	H
	Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
1126				Student/Teacher	Narrative	9781531127244	414	ConnSB: Focus on Comparing Points of View in Primary Sources
1127				Student/Teacher	Activity	9781531127244	415	ConnSB: Write
1128				Student/Teacher	(Drop-down selection)			
1129				Teacher Only	Narrative			
1130				Teacher Only	Activity			
1131				Teacher Only	(Drop-down selection)			
1132				Teacher Only	(Drop-down selection)			
1133				Teacher Only	(Drop-down selection)			
1134	(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 and analyze the use of literary devices, including multiple points of view and irony	(ii) identify the use of literary devices, including irony	Student/Teacher	Narrative	9781531127244	279	ConnSB: Second Read: Recognizing Dramatic Irony
1135				Student/Teacher	Activity	9781531127244	280	ConnSB: Speak and Listen
1136				Student/Teacher	Narrative	9781531127244	279	ConnSB: Focus on Recognizing Dramatic Irony
1137				Student/Teacher	Activity	9781531127244	286	ConnSB: Question 2
1138				Student/Teacher	Narrative	9781531127244	342	ConnSB: Focus on Recognizing How Irony Creates Humor
1139				Teacher Only	Narrative			
1140				Teacher Only	Activity			
1141				Teacher Only	(Drop-down selection)			
1142				Teacher Only	(Drop-down selection)			
1143				Teacher Only	(Drop-down selection)			
1144	(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 and analyze the use of literary devices, including multiple points of view and irony	(iii) analyze the use of literary devices, including multiple points of view	Student/Teacher	Narrative	9781531127244	63	ConnSB: First paragraph
1145				Student/Teacher	Activity	9781531127244	63	ConnSB: Chart
1146				Student/Teacher	Narrative	9781531126025	152	Essential Guide: Elements of Literature (Black D Head)
1147				Student/Teacher	Activity	9781531127244	64	ConnSB: Write
1148				Student/Teacher	Activity	9781531127244	64	ConnSB: Speak and Listen
1149				Teacher Only	Narrative			
1150				Teacher Only	Activity			
1151				Teacher Only	(Drop-down selection)			
1152				Teacher Only	(Drop-down selection)			
1153				Teacher Only	(Drop-down selection)			
1154	(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 and analyze the use of literary devices, including multiple points of view and irony	(iv) analyze the use of literary devices, including irony	Student/Teacher	Narrative	9781531127244	279	ConnSB: Second Read: Recognizing Dramatic Irony
1155				Student/Teacher	Activity	9781531127244	280	ConnSB: Speak and Listen
1156				Student/Teacher	Narrative	9781531127244	279	ConnSB: Focus on Recognizing Dramatic Irony

	A	B	C	D	E	F	G	H
	Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13				Student/Teacher	Activity	9781531127244	286	ConnSB: Question 2
1157				Student/Teacher	Narrative	9781531127244	342	ConnSB: Focus on Recognizing How Irony Creates Humor
1158				Teacher Only	Narrative			
1159				Teacher Only	Activity			
1160				Teacher Only	(Drop-down selection)			
1161				Teacher Only	(Drop-down selection)			
1162				Teacher Only	(Drop-down selection)			
1163				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 the mood, voice, and tone	(i) analyze how the author's use of language contributes to the mood	Student/Teacher	Narrative	9781531127244	210	ConnSB: Third Read: Comparing a Text Version#to a Filmed Version
1164				Student/Teacher	Activity	9781531127244	212	ConnSB: Write
1165				Student/Teacher	Narrative	9781531127244	43	ConnSB: Focus on Comparing the Themes, Style, and Structure#of Multiple Texts
1166				Student/Teacher	Activity	9781531127244	312	ConnSB: Focus on Comparing and Contrasting Narrative#Poetry and Prose
1167				Student/Teacher	Narrative	9781531126025	438	Essential Guide: Fiction and Drama
1168				Teacher Only	Narrative			row
1169				Teacher Only	Activity			
1170				Teacher Only	(Drop-down selection)			
1171				Teacher Only	(Drop-down selection)			
1172				Teacher Only	(Drop-down selection)			
1173				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 the mood, voice, and tone	(ii) analyze how the author's use of language contributes to the voice	Student/Teacher	Narrative	9781531127244	43	ConnSB: Focus on Comparing the Themes, Style, and Structure#of Multiple Texts
1174				Student/Teacher	Activity	9781531127244	45	ConnSB: Speak and Listen
1175				Student/Teacher	Narrative	9781531126025	152	Essential Guide: Point of View and Speaker
1176				Student/Teacher	Activity	9781531127244	185	ConnSB: Chart
1177				Student/Teacher	Narrative	9781531127244	185	ConnSB: Third Read: Evaluating Media Portrayals off#a Topic
1178				Teacher Only	Narrative			
1179				Teacher Only	Activity			
1180				Teacher Only	(Drop-down selection)			
1181				Teacher Only	(Drop-down selection)			
1182				Teacher Only	(Drop-down selection)			
1183				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 the mood, voice, and tone	(iii) analyze how the author's use of language contributes to the tone	Student/Teacher	Narrative	9781531127244	142	ConnSB: Second Read: Examining Word Choice#and Tone
1184				Student/Teacher	Activity	9781531127244	142	ConnSB: Questions
1185								

	A	B	C	D	E	F	G	H
	Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
1186				Student/Teacher	Narrative	9781531127244	43	ConnSB: Focus on Comparing the Themes, Style, and Structure of Multiple Texts
1187				Student/Teacher	Activity	9781531127244	44	ConnSB: Chart
1188				Student/Teacher	Narrative	9781531126025	434	Essential Guide: Style and tone row of chart
1189				Teacher Only	Narrative			
1190				Teacher Only	Activity			
1191				Teacher Only	(Drop-down selection)			
1192				Teacher Only	(Drop-down selection)			
1193				Teacher Only	(Drop-down selection)			
1194	(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 analogy and juxtaposition and of logical fallacies such as bandwagon appeals and circular reasoning	(i) explain the purpose of rhetorical devices	Student/Teacher	Narrative	9781531127244	101	ConnSB: Paragraph in middle of page
1195				Student/Teacher	Activity	9781531127244	101	ConnSB: Speak and Listen
1196				Student/Teacher	Narrative	9781531126025	191	Essential Guide: Rhetorical Device or Faulty Reasoning? (Black D Head)
1197				Student/Teacher	Activity	9781531127244	411	ConnSB: Question 2 and 3
1198				Student/Teacher	Activity	9781531127244	411	ConnSB: Speak and Listen
1199				Teacher Only	Narrative			
1200				Teacher Only	Activity			
1201				Teacher Only	(Drop-down selection)			
1202				Teacher Only	(Drop-down selection)			
1203				Teacher Only	(Drop-down selection)			
1204	(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 analogy and juxtaposition and of logical fallacies such as bandwagon appeals and circular reasoning	(ii) explain the purpose of logical fallacies	Student/Teacher	Narrative	9781531127244	440	ConnSB: Preview Concepts
1205				Student/Teacher	Activity	9781531127244	440	ConnSB: Preview Concepts
1206				Student/Teacher	Narrative	9781531127244	451	ConnSB: Focus on Evaluating Reasoning and Evidence
1207				Student/Teacher	Activity	9781531127244	454	ConnSB: Write
1208				Student/Teacher	Narrative	9781531126025	191	Essential Guide: Rhetorical Device or Faulty Reasoning? (Black D Head)
1209				Teacher Only	Narrative			
1210				Teacher Only	Activity			
1211				Teacher Only	(Drop-down selection)			
1212				Teacher Only	(Drop-down selection)			
1213				Teacher Only	(Drop-down selection)			
1214	(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	Essential Guide: Planning: Consider Genre and Audience (Black B_head)
1215				Student/Teacher	Activity	9781531127244	398	ConnSB: Step 2, third bullet

	A	B	C	D	E	F	G	H
	Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13				Student/Teacher	Narrative	9781531126025	63	Essential Guide: Determining the Genre (Blue runin Head)
1216				Student/Teacher	Activity	9781531127244	284	ConnSB: Write a Frame Narrative
1217				Student/Teacher	Narrative	9781531127244	252	ConnSB: Organize Ideas
1218				Teacher Only	Narrative			
1219				Teacher Only	Activity			
1220				Teacher Only	(Drop-down selection)			
1221				Teacher Only	(Drop-down selection)			
1222				Teacher Only	(Drop-down selection)			
1223				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	(i) develop drafts into a focused piece of writing by organizing with purposeful structure, including an introduction	Student/Teacher	Narrative	9781531126025	66	Essential Guide: Drafting the Introduction (Black B_head)
1224				Student/Teacher	Activity	9781531127244	436	ConnSB: Argumentative Essay
1225				Student/Teacher	Narrative	9781531126025	83	Essential Guide: Sample outline, Section I, "Introduction"
1226				Student/Teacher	Activity	9781531127244	466	ConnSB: Organize Ideas
1227				Student/Teacher	Narrative	9781531127244	251	ConnSB: Draft Introductory Statements
1228				Teacher Only	Narrative			
1229				Teacher Only	Activity			
1230				Teacher Only	(Drop-down selection)			
1231				Teacher Only	(Drop-down selection)			
1232				Teacher Only	(Drop-down selection)			
1233				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	(ii) develop drafts into a focused piece of writing by organizing with purposeful structure, including transitions	Student/Teacher	Narrative	9781531127244	254	ConnSB: Use Transitions
1234				Student/Teacher	Activity	9781531127244	436	ConnSB: Argumentative Essay
1235				Student/Teacher	Narrative	9781531126025	7	Essential Guide: Focusing, Choosing
1236				Student/Teacher	Activity	9781531127244	470	ConnSB: Final Peer
1237				Student/Teacher	Activity	9781531127244	356	ConnSB: Final Essay
1238				Teacher Only	Narrative			
1239				Teacher Only	Activity			
1240				Teacher Only	(Drop-down selection)			
1241				Teacher Only	(Drop-down selection)			
1242				Teacher Only	(Drop-down selection)			
1243				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	(iii) develop drafts into a focused piece of writing by organizing with purposeful structure, including coherence within paragraphs	Student/Teacher	Narrative	9781531126025	28	Essential Guide: Connect, Connect, Connect (Blue runin Head)
1244				Student/Teacher	Activity	9781531127244	469	ConnSB: Second Peer Review
1245				Student/Teacher	Narrative	9781531126025	56	Essential Guide: Coherence (Blue runin Head)
1246				Student/Teacher	Activity	9781531127244	124	ConnSB: First Peer Review
1247				Student/Teacher	(Drop-down selection)			
1248				Teacher Only	Narrative			
1249				Teacher Only	Activity			
1250				Teacher Only	(Drop-down selection)			
1251				Teacher Only	(Drop-down selection)			
1252				Teacher Only	(Drop-down selection)			
1253				Teacher Only	(Drop-down selection)			

	A	B	C	D	E	F	G	H
	Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13	(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	Essential Guide: Checking for Unity and Coherence (Blue runin Head)
1254				Student/Teacher	Activity	9781531127244	356	ConnSB: Final Essay
1255				Student/Teacher	Narrative	9781531126025	112	Essential Guide: Check for Coherence (Blue runin Head)
1256				Student/Teacher	Activity	9781531127244	125	ConnSB: Think Big, second box
1257				Student/Teacher	Activity	9781531127244	469	ConnSB: Second Peer Review
1258				Teacher Only	Narrative			
1259				Teacher Only	Activity			
1260				Teacher Only	(Drop-down selection)			
1261				Teacher Only	(Drop-down selection)			
1262				Teacher Only	(Drop-down selection)			
1263				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	(v) develop drafts into a focused piece of writing by organizing with purposeful structure, including a conclusion	Student/Teacher	Narrative	9781531127244	466	ConnSB: Organize Ideas
1264				Student/Teacher	Activity	9781531127244	252	ConnSB: Organize Ideas
1265				Student/Teacher	Narrative	9781531126025	68	Essential Guide: conclusion (bold term in text)
1266				Student/Teacher	Activity	9781531127244	469	ConnSB: Second Peer Review
1267				Student/Teacher	Narrative	9781531126025	220	Essential Guide: Drafting the Conclusion (Black B. head)
1268				Teacher Only	Narrative			
1269				Teacher Only	Activity			
1270				Teacher Only	(Drop-down selection)			
1271				Teacher Only	(Drop-down selection)			
1272				Teacher Only	(Drop-down selection)			
1273				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	(vi) develop drafts into a focused piece of writing by developing an engaging idea reflecting depth of thought with specific facts	Student/Teacher	Narrative	9781531127244	247	ConnSB: Gather Information
1274				Student/Teacher	Activity	9781531127244	122	ConnSB: Write a Working Outline
1275				Student/Teacher	Narrative	9781531126025	8	Essential Guide: Focusing: Gathering Facts, Details, and Examples (Black B. head)
1276				Student/Teacher	Activity	9781531127244	351	ConnSB: Exercises to recall facts
1277				Student/Teacher	Narrative	9781531126025	77	Essential Guide: Types of Details Used in Informative Essays (table)
1278				Teacher Only	Narrative			
1279				Teacher Only	Activity			
1280				Teacher Only	(Drop-down selection)			
1281				Teacher Only	(Drop-down selection)			
1282				Teacher Only	(Drop-down selection)			
1283				Teacher Only	(Drop-down selection)			

	A	B	C	D	E	F	G	H
	Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13								
1284	(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	Essential Guide: Focusing: Gathering Facts, Details, and Examples (Black B_head)
1285				Student/Teacher	Activity	9781531127244	122	ConnSB: Write a Working Outline
1286				Student/Teacher	Narrative	9781531127244	247	ConnSB: Gather Information
1287				Student/Teacher	Activity	9781531127244	356	ConnSB: Final Essay
1288				Student/Teacher	Narrative	9781531126025	77	Essential Guide: Types of Details Used in Informative Essays (table)
1289				Teacher Only	Narrative			
1290				Teacher Only	Activity			
1291				Teacher Only	(Drop-down selection)			
1292				Teacher Only	(Drop-down selection)			
1293				Teacher Only	(Drop-down selection)			
1294	(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	Essential Guide: Focusing: Gathering Facts, Details, and Examples (Black B_head)
1295				Student/Teacher	Activity	9781531127244	356	ConnSB: Final Essay
1296				Student/Teacher	Narrative	9781531126025	77	Essential Guide: Types of Details Used in Informative Essays (table)
1297				Student/Teacher	Activity	9781531127244	122	ConnSB: Write a Working Outline
1298				Student/Teacher	Narrative	9781531127244	247	ConnSB: Gather Information
1299				Teacher Only	Narrative			
1300				Teacher Only	Activity			
1301				Teacher Only	(Drop-down selection)			
1302				Teacher Only	(Drop-down selection)			
1303				Teacher Only	(Drop-down selection)			
1304	(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	Essential Guide: Drafting the Introduction (Black B_head)
1305				Student/Teacher	Activity	9781531127244	436	ConnSB: Argumentative Essay
1306				Student/Teacher	Narrative	9781531126025	83	Essential Guide: Sample outline, Section I, "Introduction"
1307				Student/Teacher	Activity	9781531127244	466	ConnSB: Organize Ideas
1308				Student/Teacher	Narrative	9781531127244	251	ConnSB: Draft Introductory Statements
1309				Teacher Only	Narrative			
1310				Teacher Only	Activity			
1311				Teacher Only	(Drop-down selection)			
1312				Teacher Only	(Drop-down selection)			
1313				Teacher Only	(Drop-down selection)			

	A	B	C	D	E	F	G	H
	Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13	(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	9781531127244	254	ConnSB: Use Transitions
1314				Student/Teacher	Activity	9781531127244	436	ConnSB: Argumentative Essay
1315				Student/Teacher	Narrative	9781531126025	7	Essential Guide: Focusing: Choose and Limit a Subject (Black B. head)
1316				Student/Teacher	Activity	9781531127244	470	ConnSB: Final Peer Review
1317				Student/Teacher	Activity	9781531127244	356	ConnSB: Final Essay
1318				Teacher Only	Narrative			
1319				Teacher Only	Activity			
1320				Teacher Only	(Drop-down selection)			
1321				Teacher Only	(Drop-down selection)			
1322				Teacher Only	(Drop-down selection)			
1323				Teacher Only	(Drop-down selection)			
1324	(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	Essential Guide: Connect, Connect, Connect (Blue runin Head)
1325				Student/Teacher	Activity	9781531127244	469	ConnSB: Second Peer Review
1326				Student/Teacher	Narrative	9781531126025	56	Essential Guide: Coherence (Blue runin Head)
1327				Student/Teacher	Activity	9781531127244	124	ConnSB: First Peer Review
1328				Student/Teacher	(Drop-down selection)			
1329				Teacher Only	Narrative			
1330				Teacher Only	Activity			
1331				Teacher Only	(Drop-down selection)			
1332				Teacher Only	(Drop-down selection)			
1333				Teacher Only	(Drop-down selection)			
1334	(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	Essential Guide: Checking for Unity and Coherence (Blue runin Head)
1335				Student/Teacher	Activity	9781531127244	356	ConnSB: Final Essay
1336				Student/Teacher	Narrative	9781531126025	112	Essential Guide: Check for Coherence (Blue runin Head)
1337				Student/Teacher	Activity	9781531127244	125	ConnSB: Think Big, second box
1338				Student/Teacher	Activity	9781531127244	469	ConnSB: Second Peer Review
1339				Teacher Only	Narrative			
1340				Teacher Only	Activity			
1341				Teacher Only	(Drop-down selection)			
1342				Teacher Only	(Drop-down selection)			
1343				Teacher Only	(Drop-down selection)			



	A	B	C	D	E	F	G	H
	Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13								
1344	(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	9781531127244	466	ConnSB: Organize Ideas
1345				Student/Teacher	Activity	9781531127244	252	ConnSB: Organize Ideas
1346				Student/Teacher	Narrative	9781531126025	68	Essential Guide: conclusion (bold term in text)
1347				Student/Teacher	Activity	9781531127244	469	ConnSB: Second Peer Review
1348				Student/Teacher	Narrative	9781531126025	220	Essential Guide: Drafting the Conclusion (Black B_head)
1349				Teacher Only	Narrative			
1350				Teacher Only	Activity			
1351				Teacher Only	(Drop-down selection)			
1352				Teacher Only	(Drop-down selection)			
1353				Teacher Only	(Drop-down selection)			
1354	(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	9781531127244	247	ConnSB: Gather Information
1355				Student/Teacher	Activity	9781531127244	122	ConnSB: Write a Working Outline
1356				Student/Teacher	Narrative	9781531126025	8	Essential Guide: Focusing: Gathering Facts, Details, and Examples (Black B_head)
1357				Student/Teacher	Activity	9781531127244	351	ConnSB: Exercises to recall facts
1358				Student/Teacher	Narrative	9781531126025	77	Essential Guide: Types of Details Used in Informative Essays (table)
1359				Teacher Only	Narrative			
1360				Teacher Only	Activity			
1361				Teacher Only	(Drop-down selection)			
1362				Teacher Only	(Drop-down selection)			
1363				Teacher Only	(Drop-down selection)			
1364	(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	Essential Guide: Focusing: Gathering Facts, Details, and Examples (Black B_head)
1365				Student/Teacher	Activity	9781531127244	122	ConnSB: Write a Working Outline
1366				Student/Teacher	Narrative	9781531127244	247	ConnSB: Gather Information
1367				Student/Teacher	Activity	9781531127244	356	ConnSB: Final Essay
1368				Student/Teacher	Narrative	9781531126025	77	Essential Guide: Types of Details Used in Informative Essays (table)
1369				Teacher Only	Narrative			
1370				Teacher Only	Activity			
1371				Teacher Only	(Drop-down selection)			
1372				Teacher Only	(Drop-down selection)			
1373				Teacher Only	(Drop-down selection)			

	A	B	C	D	E	F	G	H
	Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13	(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	Essential Guide: Focusing: Gathering Facts, Details, and Examples (Black B_head)
1374				Student/Teacher	Activity	9781531127244	356	ConnSB: Final Essay
1375				Student/Teacher	Narrative	9781531126025	77	Essential Guide: Types of Details Used in Informative Essays (table)
1376				Student/Teacher	Activity	9781531127244	122	ConnSB: Write a Working Outline
1377				Student/Teacher	Narrative	9781531127244	247	ConnSB: Gather Information
1378				Teacher Only	Narrative			
1379				Teacher Only	Activity			
1380				Teacher Only	(Drop-down selection)			
1381				Teacher Only	(Drop-down selection)			
1382				Teacher Only	(Drop-down selection)			
1383				Teacher Only	(Drop-down selection)			
1384	(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	9781531127244	466	ConnSB: Organize Ideas
1385				Student/Teacher	Activity	9781531127244	436	ConnSB: Argumentative Essay
1386				Student/Teacher	Narrative	9781531127244	251	ConnSB: Draft Introductory Statements
1387				Student/Teacher	Activity	9781531127244	123	ConnSB: Organize Ideas
1388				Student/Teacher	Activity	9781531127244	468	ConnSB: Step 4
1389				Teacher Only	Narrative			
1390				Teacher Only	Activity			
1391				Teacher Only	(Drop-down selection)			
1392				Teacher Only	(Drop-down selection)			
1393				Teacher Only	(Drop-down selection)			
1394	(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	9781531127244	254	ConnSB: Use Transitions
1395				Student/Teacher	Activity	9781531127244	436	ConnSB: Argumentative Essay
1396				Student/Teacher	Narrative	9781531126025	7	Essential Guide: Focusing: Choose and Limit a Subject (Black B_head)
1397				Student/Teacher	Activity	9781531127244	470	ConnSB: Final Peer Review
1398				Student/Teacher	Activity	9781531127244	356	ConnSB: Final Essay
1399				Teacher Only	Narrative			
1400				Teacher Only	Activity			
1401				Teacher Only	(Drop-down selection)			
1402				Teacher Only	(Drop-down selection)			
1403				Teacher Only	(Drop-down selection)			

	A	B	C	D	E	F	G	H
	Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13								
1404	(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	28	Essential Guide: Connect, Connect, Connect (Blue runin Head)
1405				Student/Teacher	Activity	9781531127244	124	ConnSB: First Peer Review
1406				Student/Teacher	Narrative	9781531126025	56	Essential Guide: Coherence (Blue runin Head)
1407				Student/Teacher	Activity	9781531127244	124	ConnSB: First Peer Review
1408				Student/Teacher	Activity	9781531127244	466	ConnSB: Organize Ideas
1409				Teacher Only	Narrative			
1410				Teacher Only	Activity			
1411				Teacher Only	(Drop-down selection)			
1412				Teacher Only	(Drop-down selection)			
1413				Teacher Only	(Drop-down selection)			
1414	(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	86	Essential Guide: Checking for Unity and Coherence (Blue runin Head)
1415				Student/Teacher	Activity	9781531127244	356	ConnSB: Final Essay
1416				Student/Teacher	Narrative	9781531126025	112	Essential Guide: Check for Coherence (Blue runin Head)
1417				Student/Teacher	Activity	9781531127244	125	ConnSB: Think Big, second box
1418				Student/Teacher	Activity	9781531127244	469	ConnSB: Second Peer Review
1419				Teacher Only	Narrative			
1420				Teacher Only	Activity			
1421				Teacher Only	(Drop-down selection)			
1422				Teacher Only	(Drop-down selection)			
1423				Teacher Only	(Drop-down selection)			
1424	(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	9781531127244	466	ConnSB: Organize Ideas
1425				Student/Teacher	Activity	9781531127244	252	ConnSB: Organize Ideas
1426				Student/Teacher	Narrative	9781531126025	68	Essential Guide: conclusion (bold term in text)
1427				Student/Teacher	Activity	9781531127244	469	ConnSB: Second Peer Review
1428				Student/Teacher	Narrative	9781531126025	220	Essential Guide: Drafting the Conclusion (Black B. head)
1429				Teacher Only	Narrative			
1430				Teacher Only	Activity			
1431				Teacher Only	(Drop-down selection)			
1432				Teacher Only	(Drop-down selection)			
1433				Teacher Only	(Drop-down selection)			

	A	B	C	D	E	F	G	H
	Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13	(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	9781531127244	247	ConnSB: Gather Information
1434				Student/Teacher	Activity	9781531127244	122	ConnSB: Write a Working Outline
1435				Student/Teacher	Narrative	9781531126025	8	Essential Guide: Focusing: Gathering Facts, Details, and Examples (Black B_head)
1436				Student/Teacher	Activity	9781531127244	351	ConnSB: Exercises to Informative Essays (Table)
1437				Student/Teacher	Narrative	9781531126025	77	Essential Guide: Types of Details Used in Informative Essays (Table)
1438				Teacher Only	Narrative			
1439				Teacher Only	Activity			
1440				Teacher Only	(Drop-down selection)			
1441				Teacher Only	(Drop-down selection)			
1442				Teacher Only	(Drop-down selection)			
1443				Teacher Only	(Drop-down selection)			
1444	(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	Essential Guide: Focusing: Gathering Facts, Details, and Examples (Black B_head)
1445				Student/Teacher	Activity	9781531127244	122	ConnSB: Write a Working Outline
1446				Student/Teacher	Narrative	9781531127244	247	ConnSB: Gather Information
1447				Student/Teacher	Activity	9781531127244	356	ConnSB: Final Essay
1448				Student/Teacher	Narrative	9781531126025	77	Essential Guide: Types of Details Used in Informative Essays (Table)
1449				Teacher Only	Narrative			
1450				Teacher Only	Activity			
1451				Teacher Only	(Drop-down selection)			
1452				Teacher Only	(Drop-down selection)			
1453				Teacher Only	(Drop-down selection)			
1454	(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	Essential Guide: Focusing: Gathering Facts, Details, and Examples (Black B_head)
1455				Student/Teacher	Activity	9781531127244	356	ConnSB: Final Essay
1456				Student/Teacher	Narrative	9781531126025	77	Essential Guide: Types of Details Used in Informative Essays (Table)
1457				Student/Teacher	Activity	9781531127244	122	ConnSB: Write a Working Outline
1458				Student/Teacher	Narrative	9781531127244	247	ConnSB: Gather Information
1459				Teacher Only	Narrative			
1460				Teacher Only	Activity			
1461				Teacher Only	(Drop-down selection)			
1462				Teacher Only	(Drop-down selection)			
1463				Teacher Only	(Drop-down selection)			
1464	(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	Essential Guide: Check for Clarity (Blue runin Head)
1465				Student/Teacher	Activity	9781531127244	378	ConnSB: Poem

	A	B	C	D	E	F	G	H
	Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13				Student/Teacher	Narrative	9781531126025	87	Essential Guide: As You Revise:
1466				Student/Teacher	Activity	9781531127244	124	Colorful Verbs
1467				Student/Teacher	Activity	9781531127244	470	ConnSB: Step 4
1468				Student/Teacher	Activity	9781531127244	470	ConnSB: Think small second box
1469				Teacher Only	Narrative			
1470				Teacher Only	Activity			
1471				Teacher Only	(Drop-down selection)			
1472				Teacher Only	(Drop-down selection)			
1473				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	(ii) revise drafts for development	Student/Teacher	Narrative	9781531126025	146	Essential Guide: Development of Ideas (checklist head)
1474				Student/Teacher	Activity	9781531127244	398	ConnSB: Retell a Myth, Step 5
1475				Student/Teacher	Narrative	9781531126025	16	Essential Guide: Content and Development of Ideas (checklist head)
1476				Student/Teacher	Activity	9781531127244	254	ConnSB: Second Peer Review
1477				Student/Teacher	Activity	9781531127244	91	ConnSB: Step 4
1478				Teacher Only	Narrative			
1479				Teacher Only	Activity			
1480				Teacher Only	(Drop-down selection)			
1481				Teacher Only	(Drop-down selection)			
1482				Teacher Only	(Drop-down selection)			
1483				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	Essential Guide: Organization, Structure, and Focus (checklist head)
1484				Student/Teacher	Activity	9781531127244	470	ConnSB: Final Essay
1485				Student/Teacher	Narrative	9781531126025	213-214	Essential Guide: Revising and Editing (Blue A Head) following content and checklist
1486				Student/Teacher	Activity	9781531127244	254	ConnSB: Second Peer Review
1487				Student/Teacher	(Drop-down selection)			
1488				Teacher Only	Narrative			
1489				Teacher Only	Activity			
1490				Teacher Only	(Drop-down selection)			
1491				Teacher Only	(Drop-down selection)			
1492				Teacher Only	(Drop-down selection)			
1493				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	Essential Guide: writing style (bold term in text)
1494				Student/Teacher	Activity	9781531127244	255	ConnSB: Final Peer Review
1495				Student/Teacher	Narrative	9781531126025	114	Essential Guide: Style and Voice (checklist head)
1496				Student/Teacher	Activity	9781531127244	398	ConnSB: Retell a Myth, Step 5
1497				Student/Teacher	Activity	9781531127244	470	ConnSB: Final Essay
1498				Teacher Only	Narrative			
1499				Teacher Only	Activity			
1500				Teacher Only	(Drop-down selection)			
1501				Teacher Only	(Drop-down selection)			
1502				Teacher Only	(Drop-down selection)			
1503				Teacher Only	(Drop-down selection)			

	A	B	C	D	E	F	G	H
	Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13	(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	33	Essential Guide: Specific Words (Blue runin Head)
1504				Student/Teacher	Activity	9781531127244	354	ConnSB: Second Peer Review
1505				Student/Teacher	Narrative	9781531126025	43	Essential Guide: Empty Expressions (Blue runin Head)
1506				Student/Teacher	Activity	9781531127244	456	ConnSB: Writing Component, fourth bullet
1507				Student/Teacher	Activity	9781531127244	378	ConnSB: Poem
1508				Teacher Only	Narrative			
1509				Teacher Only	Activity			
1510				Teacher Only	(Drop-down selection)			
1511				Teacher Only	(Drop-down selection)			
1512				Teacher Only	(Drop-down selection)			
1513				Teacher Only	(Drop-down selection)			
1514	(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	Essential Guide: Sentence Combining (Black B_head) and following section
1515				Student/Teacher	Activity	9781531127244	354	ConnSB: Second Peer Review
1516				Student/Teacher	Narrative	9781531126025	39	Essential Guide: Creating Sentence Variety (Black B_head) and following section content
1517				Student/Teacher	Activity	9781531127244	255	ConnSB: Final Peer Review
1518				Student/Teacher	(Drop-down selection)			
1519				Teacher Only	Narrative			
1520				Teacher Only	Activity			
1521				Teacher Only	(Drop-down selection)			
1522				Teacher Only	(Drop-down selection)			
1523				Teacher Only	(Drop-down selection)			
1524	(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 and active and passive voice; (iii) prepositions and prepositional phrases and their influence on subject-verb agreement; (iv) pronoun-antecedent agreement (v) correct capitalization; (vi) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses; and (vii) correct spelling, including commonly confused terms such as its/its, 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	Essential Guide: 24 a Agreement of Subjects and Verbs (Blue A_head)
1525				Student/Teacher	Activity	9781531126025	259	Essential Guide: As You Edit: Prepositional Phrases and Subject-Verb Agreement(As You head)
1526				Student/Teacher	Narrative	9781531126025	44	Essential Guide: Subject-Verb Agreement
1527				Student/Teacher	Activity	9781531126025	255	Essential Guide: As You Revise: Word Choice(As You head)
1528				Student/Teacher	Activity	9781531129088	225	Skbk: Making Subjects and Verbs Agree
1529				Teacher Only	Narrative			
1530				Teacher Only	Activity			
1531				Teacher Only	(Drop-down selection)			
1532				Teacher Only	(Drop-down selection)			
1533				Teacher Only	(Drop-down selection)			

	A	B	C	D	E	F	G	H
	Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13	(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 and active and passive voice; (iii) prepositions and prepositional phrases and their influence on subject-verb agreement; (iv) pronoun-antecedent agreement (v) correct capitalization; (vi) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses; and (vii) 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	Essential Guide: splice (bold term in text)
1534				Student/Teacher	Activity	9781531129088	158	Skbk: 158_Identifying_Run-on_Sentences and Splices (all items)
1535				Student/Teacher	Narrative	9781531126025	187-188	Essential Guide: As You Edit: Run- ons, Splices, and Complex Sentences(As You head)
1536				Student/Teacher	Activity	9781531129088	159	Skbk: 159_Identifying_Run-on_Sentences and Splices (all items)
1537				Student/Teacher	(Drop-down selection)			
1538				Teacher Only	Narrative			
1539				Teacher Only	Activity			
1540				Teacher Only	(Drop-down selection)			
1541				Teacher Only	(Drop-down selection)			
1542				Teacher Only	(Drop-down selection)			
1543				Teacher Only	(Drop-down selection)			
1544	(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 and active and passive voice; (iii) prepositions and prepositional phrases and their influence on subject-verb agreement; (iv) pronoun-antecedent agreement (v) correct capitalization; (vi) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses; and (vii) 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	Essential Guide: As You Edit: Fragments and Complex Sentences(As You head)
1545				Student/Teacher	Activity	9781531129088	160	Skbk: Correcting Run-on Sentences (all items)
1546				Student/Teacher	Narrative	9781531126025	187-188	Essential Guide: 21 B Run-on Sentences (Blue A Head)
1547				Student/Teacher	Activity	9781531129088	161	Skbk: Mixed Practice (all items)
1548				Student/Teacher	(Drop-down selection)			
1549				Teacher Only	Narrative			
1550				Teacher Only	Activity			
1551				Teacher Only	(Drop-down selection)			
1552				Teacher Only	(Drop-down selection)			
1553				Teacher Only	(Drop-down selection)			

	A	B	C	D	E	F	G	H
	Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13								
	(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 and active and passive voice; (iii) prepositions and prepositional phrases and their influence on subject-verb agreement; (iv) pronoun-antecedent agreement (v) correct capitalization; (vi) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses; and (vii) 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	Essential Guide: 21 a Sentence Fragments (Blue A_Head)
1554								
1555				Student/Teacher	Activity	9781531126025	294	Essential Guide: As You Edit: Complex Sentences
1556				Student/Teacher	Narrative	9781531126025	187-188	Essential Guide: Sentence Fragments (Blue runin Head)
1557				Student/Teacher	Activity	9781531129088	161	Skbk: Mixed Practice (all items)
1558				Student/Teacher	(Drop-down selection)			
1559				Teacher Only	Narrative			
1560				Teacher Only	Activity			
1561				Teacher Only	(Drop-down selection)			
1562				Teacher Only	(Drop-down selection)			
1563				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 and active and passive voice; (iii) prepositions and prepositional phrases and their influence on subject-verb agreement; (iv) pronoun-antecedent agreement (v) correct capitalization; (vi) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses; and (vii) 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	9781531127244	87	ConnSB: Language: Verb Tenses
1564								
1565				Student/Teacher	Activity	9781531127244	297	ConnSB: Language: Nonstandard Verbs
1566				Student/Teacher	Narrative	9781531126025	308	Essential Guide: 22 B Tenses of Verbs (Blue A Head)
1567				Student/Teacher	Activity	9781531126025	59	Essential Guide: As You Edit Verb Tense(As You head)
1568				Student/Teacher	Activity	9781531127244	88	ConnSB: Practice at bottom of page
1569				Teacher Only	Narrative			
1570				Teacher Only	Activity			
1571				Teacher Only	(Drop-down selection)			
1572				Teacher Only	(Drop-down selection)			
1573				Teacher Only	(Drop-down selection)			



	A	B	C	D	E	F	G	H
	Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13	(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 and active and passive voice; (iii) prepositions and prepositional phrases and their influence on subject-verb agreement; (iv) pronoun-antecedent agreement (v) correct capitalization; (vi) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses; and (vii) 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 consistent, appropriate use of active voice	Student/Teacher	Narrative	9781531127244	415	ConnSB: Language: Active and Passive Voice
1574								
1575				Student/Teacher	Activity	9781531127244	415	ConnSB: Language: Active and Passive Voice
1576				Student/Teacher	Narrative	9781531127244	234	ConnSB: Language: Sentence Voice and Mood
1577				Student/Teacher	Activity	9781531127244	235	ConnSB: Questions
1578				Student/Teacher	Activity	9781531126025	315	Essential Guide: As You Edit: Active and Passive Voice
1579				Teacher Only	Narrative			
1580				Teacher Only	Activity			
1581				Teacher Only	(Drop-down selection)			
1582				Teacher Only	(Drop-down selection)			
1583				Teacher Only	(Drop-down selection)			
1584	(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 and active and passive voice; (iii) prepositions and prepositional phrases and their influence on subject-verb agreement; (iv) pronoun-antecedent agreement (v) correct capitalization; (vi) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses; and (vii) 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 consistent, appropriate use of passive voice	Student/Teacher	Narrative	9781531127244	415	ConnSB: Language: Active and Passive Voice
1585				Student/Teacher	Activity	9781531127244	415	ConnSB: Language: Active and Passive Voice
1586				Student/Teacher	Narrative	9781531127244	234	ConnSB: Language: Sentence Voice and Mood
1587				Student/Teacher	Activity	9781531127244	235	ConnSB: Questions
1588				Student/Teacher	Activity	9781531126025	315	Essential Guide: As You Edit: Active and Passive Voice
1589				Teacher Only	Narrative			
1590				Teacher Only	Activity			
1591				Teacher Only	(Drop-down selection)			
1592				Teacher Only	(Drop-down selection)			
1593				Teacher Only	(Drop-down selection)			

	A	B	C	D	E	F	G	H
	Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13								
	(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 and active and passive voice; (iii) prepositions and prepositional phrases and their influence on subject-verb agreement; (iv) pronoun-antecedent agreement (v) correct capitalization; (vi) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses; and (vii) 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 prepositions	Student/Teacher	Narrative	9781531126025	257	Essential Guide: 16 a Prepositions (Blue A_head)
1594				Student/Teacher	Activity	9781531129088	73	Skbk: Supplying Prepositions (all items)
1595				Student/Teacher	Narrative	9781531126025	44	Essential Guide: Sentence Issues (Black B_head)
1596				Student/Teacher	Activity	9781531129088	75	Skbk: Adding Prepositional Phrases (all items)
1597				Student/Teacher	(Drop-down selection)			
1598				Teacher Only	Narrative			
1599				Teacher Only	Activity			
1600				Teacher Only	(Drop-down selection)			
1601				Teacher Only	(Drop-down selection)			
1602				Teacher Only	(Drop-down selection)			
1603				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 and active and passive voice; (iii) prepositions and prepositional phrases and their influence on subject-verb agreement; (iv) pronoun-antecedent agreement (v) correct capitalization; (vi) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses; and (vii) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too	(ix) edit drafts using standard English conventions, including prepositional phrases	Student/Teacher	Narrative	9781531126025	258	Essential Guide: 16 A_1 Prepositional Phrases (Black B_head)
1604				Student/Teacher	Activity	9781531126025	258	Essential Guide: As You Write: Style
1605				Student/Teacher	Narrative	9781531126025	44	Essential Guide: Sentence Issues (Black B_head)
1606				Student/Teacher	Activity	9781531129088	75	Skbk: Adding Prepositional Phrases (all items)
1607				Student/Teacher	(Drop-down selection)			
1608				Teacher Only	Narrative			
1609				Teacher Only	Activity			
1610				Teacher Only	(Drop-down selection)			
1611				Teacher Only	(Drop-down selection)			
1612				Teacher Only	(Drop-down selection)			
1613				Teacher Only	(Drop-down selection)			

	A	B	C	D	E	F	G	H
	Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13								
	(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 and active and passive voice; (iii) prepositions and prepositional phrases and their influence on subject-verb agreement; (iv) pronoun-antecedent agreement (v) correct capitalization; (vi) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses; and (vii) 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 [prepositional phrases] influence on subject-verb agreement	Student/Teacher	Narrative	9781531126025	258	Essential Guide: 16 A_1 Prepositional Phrases (Black B_head)
1614								
1615				Student/Teacher	Activity	9781531126025	259	Essential Guide: As You Write: Prepositional Phrases and Subject-Verb Agreement
1616				Student/Teacher	Narrative	9781531126025	44	Essential Guide: Sentence Issues (Black B_head)
1617				Student/Teacher	Activity	9781531129088	75	Skbk: Adding Prepositional Phrases (all items)
1618				Student/Teacher	(Drop-down selection)			
1619				Teacher Only	Narrative			
1620				Teacher Only	Activity			
1621				Teacher Only	(Drop-down selection)			
1622				Teacher Only	(Drop-down selection)			
1623				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 and active and passive voice; (iii) prepositions and prepositional phrases and their influence on subject-verb agreement; (iv) pronoun-antecedent agreement (v) correct capitalization; (vi) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses; and (vii) 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 pronoun-antecedent agreement	Student/Teacher	Narrative	9781531127244	396	ConnSB: Language: Pronoun-Antecedent Agreement
1624								
1625				Student/Teacher	Activity	9781531127244	397	ConnSB: Questions 1 through 5
1626				Student/Teacher	Narrative	9781531126025	234	Essential Guide: 13 B_1 Antecedents (Black B_head)
1627				Student/Teacher	Activity	9781531129088	41	Skbk: Using Personal Pronouns (all items)
1628				Student/Teacher	(Drop-down selection)			
1629				Teacher Only	Narrative			
1630				Teacher Only	Activity			
1631				Teacher Only	(Drop-down selection)			
1632				Teacher Only	(Drop-down selection)			
1633				Teacher Only	(Drop-down selection)			

	A	B	C	D	E	F	G	H
	Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13	(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 and active and passive voice; (iii) prepositions and prepositional phrases and their influence on subject-verb agreement; (iv) pronoun-antecedent agreement (v) correct capitalization; (vi) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses; and (vii) 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 correct capitalization	Student/Teacher	Narrative	9781531126025	362	Essential Guide: 26 B Proper Nouns and Adjectives (Blue A_Head)
1634								
1635				Student/Teacher	Activity	9781531126025	369	Essential Guide: As You Edit: Capitalization
1636				Student/Teacher	Narrative	9781531126025	19	Essential Guide: Conventions Checklist (checklist head)
1637				Student/Teacher	Activity	9781531127244	108	ConnSB: Language: Punctuation When Quoting Sources
1638				Student/Teacher	(Drop-down selection)			
1639				Teacher Only	Narrative			
1640				Teacher Only	Activity			
1641				Teacher Only	(Drop-down selection)			
1642				Teacher Only	(Drop-down selection)			
1643				Teacher Only	(Drop-down selection)			
1644	(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 and active and passive voice; (iii) prepositions and prepositional phrases and their influence on subject-verb agreement; (iv) pronoun-antecedent agreement (v) correct capitalization; (vi) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses; and (vii) 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 punctuation, including commas in nonrestrictive phrases	Student/Teacher	Narrative	9781531126025	46	Essential Guide: nonrestrictive phrase (bold term in text)
1645				Student/Teacher	Activity	9781531126025	275	Essential Guide: As You Edit: Nonrestrictive Phrases and Commas(As You head)
1646				Student/Teacher	Narrative	9781531126025	383	Essential Guide: 27 C_4 Restrictive and Nonrestrictive Elements (Black B head)
1647				Student/Teacher	Activity	9781531126025	274	Essential Guide: As You Edit: Introductory Elements and Commas
1648				Student/Teacher	(Drop-down selection)			
1649				Teacher Only	Narrative			
1650				Teacher Only	Activity			
1651				Teacher Only	(Drop-down selection)			
1652				Teacher Only	(Drop-down selection)			
1653				Teacher Only	(Drop-down selection)			

	A	B	C	D	E	F	G	H
	Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13								
1654	(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 and active and passive voice; (iii) prepositions and prepositional phrases and their influence on subject-verb agreement; (iv) pronoun-antecedent agreement (v) correct capitalization; (vi) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses; and (vii) 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 in nonrestrictive clauses	Student/Teacher	Narrative	9781531126025	46	Essential Guide: nonrestrictive phrase (bold term in text)
1655				Student/Teacher	Activity	9781531126025	288	Essential Guide: As You Edit: Restrictive and Nonrestrictive Adjective Clauses(As You head)
1656				Student/Teacher	Narrative	9781531126025	383	Essential Guide: 27 C.4 Restrictive and Nonrestrictive Elements (Black B. head)
1657				Student/Teacher	Activity	9781531129088	137	Skbk: Writing Sentences with Adjective Clauses (all items)
1658				Student/Teacher	(Drop-down selection)			
1659				Teacher Only	Narrative			
1660				Teacher Only	Activity			
1661				Teacher Only	(Drop-down selection)			
1662				Teacher Only	(Drop-down selection)			
1663				Teacher Only	(Drop-down selection)			
1664	(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 and active and passive voice; (iii) prepositions and prepositional phrases and their influence on subject-verb agreement; (iv) pronoun-antecedent agreement (v) correct capitalization; (vi) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses; and (vii) 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 semicolons	Student/Teacher	Narrative	9781531126025	398	Essential Guide: 29 B Semicolons (Blue A_Head)
1665				Student/Teacher	Activity	9781531129088	362	Skbk: all_items
1666				Student/Teacher	Narrative	9781531126025	400	Essential Guide: 29 B.3 Semicolons in a Series (Black B. head)
1667				Student/Teacher	Activity	9781531129088	363	Skbk: all_items
1668				Student/Teacher	(Drop-down selection)			
1669				Teacher Only	Narrative			
1670				Teacher Only	Activity			
1671				Teacher Only	(Drop-down selection)			
1672				Teacher Only	(Drop-down selection)			
1673				Teacher Only	(Drop-down selection)			

	A	B	C	D	E	F	G	H
	Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13	(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 and active and passive voice; (iii) prepositions and prepositional phrases and their influence on subject-verb agreement; (iv) pronoun-antecedent agreement (v) correct capitalization; (vi) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses; and (vii) 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 colons	Student/Teacher	Narrative	9781531126025	400	Essential Guide: 29 C Colons (Blue A_Head)
1674								
1675								
1676								
1677								
1678								
1679								
1680								
1681								
1682								
1683								
1684	(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 and active and passive voice; (iii) prepositions and prepositional phrases and their influence on subject-verb agreement; (iv) pronoun-antecedent agreement (v) correct capitalization; (vi) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses; and (vii) 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 parentheses	Student/Teacher	Narrative	9781531126025	403	Essential Guide: 34 E Dashes, Ellipses, and Parentheses (Blue A_Head)
1685								
1686								
1687								
1688								
1689								
1690								
1691								
1692								
1693								

	A	B	C	D	E	F	G	H
	Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13	(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 and active and passive voice; (iii) prepositions and prepositional phrases and their influence on subject-verb agreement; (iv) pronoun-antecedent agreement (v) correct capitalization; (vi) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses; and (vii) 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	Essential Guide: their, there, they're (Glossary Entry)
1694				Student/Teacher	Activity	9781531129088	263	Skbk: Finding the Correct Word (all items)
1695				Student/Teacher	Narrative	9781531126025	349	Essential Guide: 25 B_4 Good or Well? (Black B_head)
1696				Student/Teacher	Activity	9781531129088	270	Skbk: Recognizing Correct Usage (all items)
1697				Student/Teacher	(Drop-down selection)			
1698				Teacher Only	Narrative			
1699				Teacher Only	Activity			
1700				Teacher Only	(Drop-down selection)			
1701				Teacher Only	(Drop-down selection)			
1702				Teacher Only	(Drop-down selection)			
1703				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	Essential Guide: Publishing Options (Black D_head)
1704				Student/Teacher	Activity	9781531127244	126	ConnSB: Final Essay
1705				Student/Teacher	Narrative	9781531126025	89	Essential Guide: Publishing (Blue A_head)
1706				Student/Teacher	(Drop-down selection)			ConnSB: Final Essay
1707				Teacher Only	Narrative			
1708				Teacher Only	Activity			
1709				Teacher Only	(Drop-down selection)			
1710				Teacher Only	(Drop-down selection)			
1711				Teacher Only	(Drop-down selection)			
1712				Teacher Only	(Drop-down selection)			
1713				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	9781531126025	119	Essential Guide: Genres of Literature (Black B_head)
1714				Student/Teacher	Activity	9781531127244	27	ConnSB: Free Verse Poetry
1715				Student/Teacher	Narrative	9781531126025	133	Essential Guide: Short Story Structure (Black B_head)
1716				Student/Teacher	Activity	9781531127244	169	ConnSB: Pastiche
1717				Student/Teacher	(Drop-down selection)			
1718				Teacher Only	Narrative			
1719				Teacher Only	Activity			
1720				Teacher Only	(Drop-down selection)			
1721				Teacher Only	(Drop-down selection)			
1722				Teacher Only	(Drop-down selection)			
1723				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	(ii) compose literary texts using craft	Student/Teacher	Narrative	9781531126025	120	Essential Guide: Descriptive Language (Black B_head)
1724				Student/Teacher	Activity	9781531127244	48	ConnSB: The Great- Grandmother's Story
1725				Student/Teacher	Activity	9781531127244	48	ConnSB: The Great- Grandmother's Story

	A	B	C	D	E	F	G	H
	Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13				Student/Teacher	Narrative	9781531126025	133	Essential Guide: Short Story Structure (Black B_head)
1726				Student/Teacher	Activity	9781531127244	169	ConnSB: Pastiche
1727				Student/Teacher	(Drop-down selection)			
1728				Teacher Only	Narrative			
1729				Teacher Only	Activity			
1730				Teacher Only	(Drop-down selection)			
1731				Teacher Only	(Drop-down selection)			
1732				Teacher Only	(Drop-down selection)			
1733				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	Essential Guide: Drafting the Introduction and Thesis Statement (Black B_head)
1734				Student/Teacher	Activity	9781531127244	39	ConnSB: Write
1735				Student/Teacher	Narrative	9781531126025	76	Essential Guide: Questions to Ask to Limit a Subject (Black B_head)
1736				Student/Teacher	Activity	9781531127244	90	ConnSB: A Perfect Union: Context and Impact
1737				Student/Teacher	Activity	9781531127244	70	Research Paper
1738				Teacher Only	Narrative			ConnSB: Cultural Diversity
1739				Teacher Only	Activity			Essay
1740				Teacher Only	(Drop-down selection)			
1741				Teacher Only	(Drop-down selection)			
1742				Teacher Only	(Drop-down selection)			
1743				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	9781531127244	467	ConnSB: First Draft
1744				Student/Teacher	Activity	9781531127244	247	ConnSB: Gather Information
1745				Student/Teacher	Narrative	9781531126025	73	Essential Guide: The Structure of Informational Writing (Blue A_Head)
1746				Student/Teacher	Activity	9781531127244	189	ConnSB: Write
1747				Student/Teacher	(Drop-down selection)			
1748				Teacher Only	Narrative			
1749				Teacher Only	Activity			
1750				Teacher Only	(Drop-down selection)			
1751				Teacher Only	(Drop-down selection)			
1752				Teacher Only	(Drop-down selection)			
1753				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	Essential Guide: Replace Vague with Concrete Details (Blue runin Head)
1754				Student/Teacher	Activity	9781531127244	467	ConnSB: First Draft
1755				Student/Teacher	Narrative	9781531126025	77	Essential Guide: Focusing Your Subject (Black B_head)
1756				Student/Teacher	Activity	9781531127244	189	ConnSB: Write
1757				Student/Teacher	Narrative	9781531127244	251	ConnSB: Draft Introductory Statements
1758				Teacher Only	Narrative			
1759				Teacher Only	Activity			
1760				Teacher Only	(Drop-down selection)			
1761				Teacher Only	(Drop-down selection)			
1762				Teacher Only	(Drop-down selection)			
1763				Teacher Only	(Drop-down selection)			



	A	B	C	D	E	F	G	H
	Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13	(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	Essential Guide: Claims and Counterclaims (Black B_head)
1764				Student/Teacher	Activity	9781531127244	108	ConnSB: Write
1765				Student/Teacher	Narrative	9781531127244	122	ConnSB: Write a Working Outline
1766				Student/Teacher	Activity	9781531127244	123	ConnSB: First Draft
1767				Student/Teacher	(Drop-down selection)			
1768				Teacher Only	Narrative			
1769				Teacher Only	Activity			
1770				Teacher Only	(Drop-down selection)			
1771				Teacher Only	(Drop-down selection)			
1772				Teacher Only	(Drop-down selection)			
1773				Teacher Only	(Drop-down selection)			
1774	(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	Essential Guide: Crafting an Argument (Blue A_head) and following
1775				Student/Teacher	Activity	9781531127244	108	ConnSB: Write
1776				Student/Teacher	Narrative	9781531126025	113	Essential Guide: Argumentative Writing Checklist
1777				Student/Teacher	Activity	9781531127244	116	ConnSB: Prepare to Write
1778				Student/Teacher	(Drop-down selection)			
1779				Teacher Only	Narrative			
1780				Teacher Only	Activity			
1781				Teacher Only	(Drop-down selection)			
1782				Teacher Only	(Drop-down selection)			
1783				Teacher Only	(Drop-down selection)			
1784	(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	Essential Guide: Parts of an Informal, or Friendly, Letter (table)
1785				Student/Teacher	Activity	9781531127244	168	ConnSB: Formal Letter
1786				Student/Teacher	Narrative	9781531126025	174	Essential Guide: Letters of Request (Blue runin Head)
1787				Student/Teacher	Activity	9781531127244	109	ConnSB: Letter to the Editor
1788				Student/Teacher	(Drop-down selection)			
1789				Teacher Only	Narrative			
1790				Teacher Only	Activity			
1791				Teacher Only	(Drop-down selection)			
1792				Teacher Only	(Drop-down selection)			
1793				Teacher Only	(Drop-down selection)			
1794	(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	Essential Guide: The Process of Inquiry (Blue A_head)
1795				Student/Teacher	Activity	9781531127244	117	ConnSB: The Writing Process
1796				Student/Teacher	Narrative	9781531126025	187	Essential Guide: Developing Inquiry Questions (Black B_head)
1797				Student/Teacher	Activity	9781531127244	249	ConnSB: Top of Page
1798				Student/Teacher	Activity	9781531127244	299	ConnSB: Interview an Elder
1799				Teacher Only	Narrative			
1800				Teacher Only	Activity			
1801				Teacher Only	(Drop-down selection)			
1802				Teacher Only	(Drop-down selection)			
1803				Teacher Only	(Drop-down selection)			

	A	B	C	D	E	F	G	H
	Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13	(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	Essential Guide: The Process of Inquiry (Blue A_Head)
1804				Student/Teacher	Activity	9781531127244	91	ConnSB: Activity 2
1805				Student/Teacher	Narrative	9781531126025	187	Essential Guide: Developing Inquiry Questions (Black B_head)
1806				Student/Teacher	Activity	9781531127244	111	ConnSB: Activity 3
1807				Student/Teacher	(Drop-down selection)			
1808				Teacher Only	Narrative			
1809				Teacher Only	Activity			
1810				Teacher Only	(Drop-down selection)			
1811				Teacher Only	(Drop-down selection)			
1812				Teacher Only	(Drop-down selection)			
1813				Teacher Only	(Drop-down selection)			
1814	(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	Essential Guide: The Process of Inquiry (Blue A_Head)
1815				Student/Teacher	Activity	9781531127244	247	ConnSB: First Paragraph
1816				Student/Teacher	Narrative	9781531126025	187	Essential Guide: Developing Inquiry Questions (Black B_head)
1817				Student/Teacher	Activity	9781531127244	265	ConnSB: Essential Question
1818				Student/Teacher	(Drop-down selection)			
1819				Teacher Only	Narrative			
1820				Teacher Only	Activity			
1821				Teacher Only	(Drop-down selection)			
1822				Teacher Only	(Drop-down selection)			
1823				Teacher Only	(Drop-down selection)			
1824	(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	Essential Guide: The Process of Inquiry (Blue A_Head)
1825				Student/Teacher	Activity	9781531127244	49	ConnSB: Activity 1
1826				Student/Teacher	Narrative	9781531126025	187	Essential Guide: Developing Inquiry Questions (Black B_head)
1827				Student/Teacher	Activity	9781531127244	111	ConnSB: Activity 1
1828				Student/Teacher	(Drop-down selection)			
1829				Teacher Only	Narrative			
1830				Teacher Only	Activity			
1831				Teacher Only	(Drop-down selection)			
1832				Teacher Only	(Drop-down selection)			
1833				Teacher Only	(Drop-down selection)			
1834	(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	Essential Guide: Planning: Finding a Subject (Black D Head)
1835				Student/Teacher	Activity	9781531127244	242	ConnSB: Prepare to Write
1836				Student/Teacher	Narrative	9781531126025	187-188	Essential Guide: Develop a Plan for Research: Finding a Subject (Black D Head)
1837				Student/Teacher	Activity	9781531127244	116	ConnSB: Prepare to Write
1838				Student/Teacher	(Drop-down selection)			
1839				Teacher Only	Narrative			
1840				Teacher Only	Activity			
1841				Teacher Only	(Drop-down selection)			
1842				Teacher Only	(Drop-down selection)			
1843				Teacher Only	(Drop-down selection)			

	A	B	C	D	E	F	G	H
	Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13	(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	Essential Guide: Develop a Plan for Research: Finding a Subject (Black D Head)
1844				Student/Teacher	Activity	9781531127244	256	ConnSB: Final Essay
1845				Student/Teacher	Narrative	9781531126025	185	Essential Guide: The Process of Inquiry Organizer
1846				Student/Teacher	Activity	9781531127244	253	ConnSB: First Draft
1847				Student/Teacher	(Drop-down selection)			
1848				Teacher Only	Narrative			
1849				Teacher Only	Activity			
1850				Teacher Only	(Drop-down selection)			
1851				Teacher Only	(Drop-down selection)			
1852				Teacher Only	(Drop-down selection)			
1853				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	Essential Guide: Developing Inquiry Questions (Black B_head)
1854				Student/Teacher	Activity	9781531127244	119	ConnSB: Generate Ideas
1855				Student/Teacher	Narrative	9781531126025	193	Essential Guide: second full paragraph ("To make it easier to identify...")
1856				Student/Teacher	Activity	9781531127244	90	ConnSB: A Perfect Union: Context and Impact Research Paper
1857				Student/Teacher	(Drop-down selection)			
1858				Teacher Only	Narrative			
1859				Teacher Only	Activity			
1860				Teacher Only	(Drop-down selection)			
1861				Teacher Only	(Drop-down selection)			
1862				Teacher Only	(Drop-down selection)			
1863				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	Essential Guide: Finding Sources (Black B_head)
1864				Student/Teacher	Activity	9781531127244	48	ConnSB: Digital Presentation
1865				Student/Teacher	Narrative	9781531126025	106	Essential Guide: Checklist for Evaluating Print Sources (checklist head)
1866				Student/Teacher	Activity	9781531127244	456	ConnSB: Argument Analysis
1867				Student/Teacher	Activity	9781531127244	26	ConnSB: Traditional Food Brochure
1868				Teacher Only	Narrative			
1869				Teacher Only	Activity			
1870				Teacher Only	(Drop-down selection)			
1871				Teacher Only	(Drop-down selection)			
1872				Teacher Only	(Drop-down selection)			
1873				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	Essential Guide: Strategies for Gathering Information (checklist head)
1874				Student/Teacher	Activity	9781531127244	48	ConnSB: Digital Presentation
1875				Student/Teacher	Narrative	9781531126025	187-188	Essential Guide: Strategies for Gathering Information (Black D Head) and following bullet items
1876				Student/Teacher	Activity	9781531127244	456	ConnSB: Argument Analysis
1877				Student/Teacher	Activity	9781531127244	456	ConnSB: Argument Analysis

	A	B	C	D	E	F	G	H
	Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13				Student/Teacher	Activity	9781531127244	26	ConnSB: Traditional Food Brochure
1878				Teacher Only	Narrative			
1879				Teacher Only	Activity			
1880				Teacher Only	(Drop-down selection)			
1881				Teacher Only	(Drop-down selection)			
1882				Teacher Only	(Drop-down selection)			
1883				Teacher Only	(Drop-down selection)			
1884	(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	Essential Guide: Types of Sources (Black B. head) content under blue runin heads: Primary Sources and Secondary Sources
1885				Student/Teacher	Activity	9781531127244	418	ConnSB: Primary Source
1886				Student/Teacher	Narrative	9781531126025	187	Essential Guide: Finding Sources (Black B. head)
1887				Student/Teacher	Activity	9781531127244	402	ConnSB: Preview Concepts
1888				Student/Teacher	(Drop-down selection)			
1889				Teacher Only	Narrative			
1890				Teacher Only	Activity			
1891				Teacher Only	(Drop-down selection)			
1892				Teacher Only	(Drop-down selection)			
1893				Teacher Only	(Drop-down selection)			
1894	(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	Essential Guide: Synthesizing Personal and Literary Responses (Blue runin Head)
1895				Student/Teacher	Activity	9781531127244	110	ConnSB: Brochure
1896				Student/Teacher	Narrative	9781531126025	435	Essential Guide: Focused Re-reading of Fiction and Drama (table: Themes row)
1897				Student/Teacher	Activity	9781531127244	90	ConnSB: A Perfect Union: Context and Impact Research Paper
1898				Student/Teacher	(Drop-down selection)			
1899				Teacher Only	Narrative			
1900				Teacher Only	Activity			
1901				Teacher Only	(Drop-down selection)			
1902				Teacher Only	(Drop-down selection)			
1903				Teacher Only	(Drop-down selection)			
1904	(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	Essential Guide: (first partial paragraph and list with purple heads that follow.)
1905				Student/Teacher	Activity	9781531127244	465	ConnSB: Conduct Research
1906				Student/Teacher	Narrative	9781531126025	209	Essential Guide: Citing Sources (Black D Head; second paragraph under head)
1907				Student/Teacher	Activity	9781531127244	256	ConnSB: Final Essay
1908				Student/Teacher	(Drop-down selection)			
1909				Teacher Only	Narrative			
1910				Teacher Only	Activity			
1911				Teacher Only	(Drop-down selection)			
1912				Teacher Only	(Drop-down selection)			
1913				Teacher Only	(Drop-down selection)			
1914	(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, including omission; and (ii) faulty reasoning such as bandwagon appeals, repetition, and loaded language	(i) examine sources for reliability, including omission	Student/Teacher	Narrative	9781531126025	106-107	Essential Guide: Evaluating Sources (Black B. head and following including the two checklists)
1915				Student/Teacher	Activity	9781531127244	120	ConnSB: Gather and Evaluate Sources

	A	B	C	D	E	F	G	H
	Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13				Student/Teacher	Narrative	9781531126025	188	Essential Guide: Evaluating Sources (Black B head and following, including the checklist)
1916				Student/Teacher	Activity	9781531127244	464	ConnSB: Evaluate Sources
1917				Student/Teacher	Activity	9781531127244	90	ConnSB: A Perfect Union: Context and Impact Research Paper
1918				Teacher Only	Narrative			
1919				Teacher Only	Activity			
1920				Teacher Only	(Drop-down selection)			
1921				Teacher Only	(Drop-down selection)			
1922				Teacher Only	(Drop-down selection)			
1923				Teacher Only	(Drop-down selection)			
1924	(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, including omission; and (ii) faulty reasoning such as bandwagon appeals, repetition, and loaded language	(ii) examine sources for credibility, including omission	Student/Teacher	Narrative	9781531126025	106-107	Essential Guide: Evaluating Sources (Black B head and following including the two checklists)
1925				Student/Teacher	Activity	9781531127244	148	ConnSB: Digital Presentation
1926				Student/Teacher	Narrative	9781531126025	188	Essential Guide: Evaluating Sources (Black B head and following, including the checklist)
1927				Student/Teacher	Activity	9781531127244	464	ConnSB: Evaluate Sources
1928				Student/Teacher	Activity	9781531127244	120	ConnSB: Gather and Evaluate Sources
1929				Teacher Only	Narrative			
1930				Teacher Only	Activity			
1931				Teacher Only	(Drop-down selection)			
1932				Teacher Only	(Drop-down selection)			
1933				Teacher Only	(Drop-down selection)			
1934	(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, including omission; and (ii) faulty reasoning such as bandwagon appeals, repetition, and loaded language	(iii) examine sources for bias, including omission	Student/Teacher	Narrative	9781531126025	189	Essential Guide: Special Interests (purple run-in head at top of page)
1935				Student/Teacher	Activity	9781531127244	464	ConnSB: Evaluate Sources
1936				Student/Teacher	Narrative	9781531126025	190	Essential Guide: Analyze the Argument (Black D Head)
1937				Student/Teacher	Activity	9781531127244	120	ConnSB: Gather and Evaluate Sources
1938				Student/Teacher	(Drop-down selection)			
1939				Teacher Only	Narrative			
1940				Teacher Only	Activity			
1941				Teacher Only	(Drop-down selection)			
1942				Teacher Only	(Drop-down selection)			
1943				Teacher Only	(Drop-down selection)			
1944	(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, including omission; and (ii) faulty reasoning such as bandwagon appeals, repetition, and loaded language	(iv) examine sources for faulty reasoning	Student/Teacher	Narrative	9781531126025	191	Essential Guide: Rhetorical Device or Faulty Reasoning? (Black D Head)
1945				Student/Teacher	Activity	9781531127244	440	ConnSB: Preview Concepts
1946				Student/Teacher	Narrative	9781531127244	451	ConnSB: Focus on Evaluating Reasoning and Evidence
1947				Student/Teacher	Activity	9781531127244	451	ConnSB: Focus on Evaluating Reasoning and Evidence
1948				Student/Teacher	Activity	9781531127244	120	ConnSB: Gather and Evaluate Sources
1949				Teacher Only	Narrative			

	A	B	C	D	E	F	G	H
	Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13								
1950				Teacher Only	Activity			
1951				Teacher Only	(Drop-down selection)			
1952				Teacher Only	(Drop-down selection)			
1953				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	Essential Guide: Citing Sources (Black D Head and following content)
1954				Student/Teacher	Activity	9781531127244	110	ConnSB: Brochure
1955				Student/Teacher	Narrative	9781531127244	465	ConnSB: Sample note for direct quotation
1956				Student/Teacher	Activity	9781531127244	90	ConnSB: A Perfect Union: Context and Impact Research Paper
1957				Student/Teacher	(Drop-down selection)			
1958				Teacher Only	Narrative			
1959				Teacher Only	Activity			
1960				Teacher Only	(Drop-down selection)			
1961				Teacher Only	(Drop-down selection)			
1962				Teacher Only	(Drop-down selection)			
1963				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	192	Essential Guide: Paraphrase, Don't Plagiarize (Blue runin Head)
1964				Student/Teacher	Activity	9781531127244	110	ConnSB: Brochure
1965				Student/Teacher	Narrative	9781531127244	244	ConnSB: Find Sources
1966				Student/Teacher	Activity	9781531127244	120	ConnSB: Gather and Evaluate Sources
1967				Student/Teacher	(Drop-down selection)			
1968				Teacher Only	Narrative			
1969				Teacher Only	Activity			
1970				Teacher Only	(Drop-down selection)			
1971				Teacher Only	(Drop-down selection)			
1972				Teacher Only	(Drop-down selection)			
1973				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	Essential Guide: Publishing Options for Inquiry Projects (Black D Head)
1974				Student/Teacher	Activity	9781531127244	26	ConnSB: Traditional Food Brochure
1975				Student/Teacher	Narrative	9781531126025	21	Essential Guide: Publishing Options (Black D Head)
1976				Student/Teacher	Activity	9781531127244	90	ConnSB: A Perfect Union: Context and Impact Research Paper
1977				Student/Teacher	(Drop-down selection)			
1978				Teacher Only	Narrative			
1979				Teacher Only	Activity			
1980				Teacher Only	(Drop-down selection)			
1981				Teacher Only	(Drop-down selection)			
1982				Teacher Only	(Drop-down selection)			
1983				Teacher Only	(Drop-down selection)			

	A	B	C	D	E	F	G
1	<b>Proclamation 2019 Correlations to the English Language Proficiency Standards (ELPS): Student Material</b>						
2	<b>Subject</b>	<b>Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading</b>					
3	<b>Subchapter</b>	<b>Subchapter B. Middle School</b>					
4	<b>Course</b>	<b>110.24. English Language Arts and Reading, Grade 8</b>					
5	<b>Publisher</b>	<b>Perfection Learning Corporation</b>					
6	<b>Program Title</b>	<b>Connections, Grade 8</b>					
7	<b>Program ISBN</b>	<b>9781531125868</b>					
8	<b>(a) Introduction.</b>						
9	(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.						
10	<b>(b) School district responsibilities.</b>						
11	This section is not applicable to this document, but can be found at <a href="http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4">http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4</a> .						
12	<b>(c) Cross-curricular second language acquisition essential knowledge and skills</b>						
13	<b>Knowledge and Skills Statement</b>	<b>Student Expectation</b>	<b>Breakout</b>	<b>Required Grade Level</b>	<b>Component ISBN</b>	<b>Page (s)</b>	<b>Specific Location or Hyperlink to Location for Electronic Programs</b>
14	(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	9781531127282	xv	TWE: Student Handout: Annotating a Text (twe)
15					9781531127244	134	Conn_gr8: Preview Concepts
16					9781531127244	154	Conn_gr8: Preview Concepts
17					9781531127244	173	Conn_gr8: ELL Support: Academic Vocabulary ELL Support: Preview Concepts and Making Connections
18	(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	9781531127244	32	Conn_gr8: Academic Vocabulary
19					9781531127244	48	Conn_gr8: The Great-grandmother's Story
20					9781531127244	53	Conn_gr8: Preview Concepts
21					9781531127244	116	Conn_gr8: Brainstorm

	A	B	C	D	E	F	G
	Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13	(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
22	(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
23	(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	9781531127244	32	Conn_gr8: Preview Academic Vocabulary
24							
25					9781531127244	46	Conn_gr8: Language
26					9781531127244	100	Conn_gr8: Focusing on Defining Terms
27					9781531127244	134	Conn_gr8: Preview Academic Vocabulary and Preview Concepts
28	(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	9781531127244	89	Conn_gr8: Project-Based Assessments
29					9781531127244	145	Conn_gr8: Speak and Listen
30					9781531127244	231	Conn_gr8: Speak and Listen
31					9781531127244	284	Conn_gr8: Project-Based Assessments—Retell a Folktale



	A	B	C	D	E	F	G
	Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13	(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
32	(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
33	(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
34	(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
35	(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
36	(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	B	C	D	E	F	G
	Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13	(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
37	(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
38	(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
39	(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
40							

	A	B	C	D	E	F	G
	Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13	(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
41	(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
42	(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
43	(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
44	(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

	A	B	C	D	E	F	G
	Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13	(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	9781531127282	14	ELL Resource: Student Handout: General Expressions in the Classroom
45							
46					9781531127282	49	ELL Resource: Student Handout: Prayer Model
47					9781531127244	74	Conn_gr8: Preview Academic Vocabulary
48					9781531127244	100	Conn_gr8: Focusing on Defining Terms
49	(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	9781531127244	440	Conn_gr8: Preview Academic Vocabulary
50					9781531127244	100	Conn_gr8: Focusing on Defining Terms
51					9781531127244	423	Conn_gr8: Academic Vocabulary
52					9781531127244	440	Conn_gr8: Academic Vocabulary
53	(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

	A	B	C	D	E	F	G
	Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13	(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) seek clarification [of spoken language] as needed	T: K-12 S: 6-12	9781531127244	25	Conn_gr8: Steps for Peer Review
54							
55					9781531127244	254	Conn_gr8: Steps for Peer Review
56					9781531127244	236	Conn_gr8: Project-Based Assessment—Roundtable Discussion
57					9781531127244	298	Conn_gr8: Project-Based Assessments—Tell a Story
58	(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
59	(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

	A	B	C	D	E	F	G
	Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13	(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	9781531127244	74	Conn_gr8: Preview Concepts
60							
61					9781531127244	83	Conn_gr8: Second Read
62					9781531127244	101	Conn_gr8: Speak and Listen
63					9781531127244	144	Conn_gr8: Speak and Listen
64	(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
65	(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
66	(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

	A	B	C	D	E	F	G
	Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13	(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
67	(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
68	(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
69	(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
70	(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

	A	B	C	D	E	F	G
	Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13	(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
71	(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
72	(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
73	(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
74	(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



	A	B	C	D	E	F	G
	Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13	(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
75	(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
76	(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
77	(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
78	(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

	A	B	C	D	E	F	G
	Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13	(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	9781531127244	25	Conn_gr8: Steps for Peer Review
79							
80					9781531127244	236	Conn_gr8: Project-Based Assessment—Roundtable Discussion
81					9781531127244	332	Conn_gr8: Project-Based Assessments—Group Discussion
82					9781531127244	375	Conn_gr8: Speak and Listen
83	(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
84	(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	9781531127244	87	Conn_gr8: Speak and Listen
85					9781531127244	75	Conn_gr8: Make Connections
86					9781531127244	101	Conn_gr8: Speak and Listen
87					9781531127244	124	Conn_gr8: Steps for Peer Review

	A	B	C	D	E	F	G
	Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13	(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
88	(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
89	(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	9781531127244	266	Conn_gr8: Preview Concepts
90	(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	9781531127244	284	Conn_gr8: Project-Based Assessments—Retell a Folktale
91	(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	9781531127244	298	Conn_gr8: Project-Based Assessments—Tell a Story
92	(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	9781531127244	299	Conn_gr8: Project-Based Assessments—Interview an Elder
93	(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	9781531127244	299	Conn_gr8: Project-Based Assessments—Interview an Elder

	A	B	C	D	E	F	G
	Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13	(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	9781531127282	14	ELL Resource: Student Handout: General Expressions in the Classroom
94							
95					9781531127244	25	Conn. gr8: Steps for Peer Review
96					9781531127282	41	ELL Resource: Student Handout: Sentence Frames for Connections Grade 8
97					9781531127244	237	Conn. gr8: Roundtable Discussion
98	(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
99	(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

	A	B	C	D	E	F	G
	Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13	(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
100							
	(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	9781531127244	284	Conn_gr8: Retell a Folktale: 3.
101							
102					9781531127244	318	Conn_gr8: Narrative Poem
103					9781531127244	254	Conn_gr8: Use transitions
104					9781531127244	41	Conn_gr8: 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	9781531127244	89	Conn_gr8: Speech
105							
106					9781531127244	101	Conn_gr8: Speak and Listen
107					9781531127244	103	Conn_gr8: Speak and Listen
108					9781531127244	144	Conn_gr8: Speak and Listen

	A	B	C	D	E	F	G
	Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13	(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	9781531127244	165	Conn_gr8: Speak and Listen
109							
110					9781531127244	41	Conn_gr8: Speak and Listen
111					9781531127244	89	Conn_gr8: Speech
112					9781531127244	101	Conn_gr8: Speak and Listen
113	(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	9781531127244	144	Conn_gr8: Speak and Listen
114					9781531127244	165	Conn_gr8: Speak and Listen
115					9781531127244	24	Conn_gr8: Speak and Listen
116					9781531127244	41	Conn_gr8: Speak and Listen and Write
117	(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	9781531127244	45	Conn_gr8: Speak and Listen and Write
118					9781531127244	64	Conn_gr8: Speak and Listen
119					9781531127282	14	ELL Resource: Student Handout: General Expressions in the Classroom
120					9781531127244	87	Conn_gr8: Speak and Listen

	A	B	C	D	E	F	G
	Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13	(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	9781531127244	111	Conn_gr8: On Your Own: Integrating Ideas 4.
121							
122					9781531127244	124	Conn_gr8: Steps for Peer Review
123					9781531127244	144	Conn_gr8: Speak and Listen
124					9781531127282	14	ELL Resource: Student Handout: General Expressions in the Classroom
125	(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
126	(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

	A	B	C	D	E	F	G
	Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13	(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
127	(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
128	(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
129	(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



	A	B	C	D	E	F	G
	Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13	(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	9781531127244	41	Conn_gr8: Speak and Listen
130					9781531127244	207	Conn_gr8: Speak and Listen
131					9781531127244	165	Conn_gr8: Speak and Listen
132					9781531127244	144	Conn_gr8: Speak and Listen
133							
134	(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
135	(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

	A	B	C	D	E	F	G
	Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13	(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
136	(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
137	(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
138							

	A	B	C	D	E	F	G
	Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13	(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
139	(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
140	(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	9781531127282	14	ELL Resource: Student Handout: General Expressions in the Classroom
141							
142					9781531127244	61-67	Conn. gr8: Text structures handouts
143							
144							

	A	B	C	D	E	F	G
	Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13							
	(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	9781531127282	14	ELL Resource: Student Handout: General Expressions in the Classroom
145					9781531127282	16-17	ELL Resource: Student Handout: Teaching Close reading Advertisement Activity
146					9781531127244	10	Conn. gr8: ELL Support: First Read
147							
148							
	(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	9781531127282	16-17	ELL Resource: Student Handout: Close Reading Handouts
149					9781531127282	14	ELL Resource: Student Handout: General Expressions in the Classroom
150							
151							
152							
	(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	9781531127282	16-17	ELL Resource: Student Handout: Close Reading Handouts
153					9781531127282	61-67	ELL Resource: Student Handout: Text structures
154							
155							
156							

	A	B	C	D	E	F	G
	Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13	(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	9781531127244	8	Conn_gr8: Preview Concepts
157							
158					9781531127244	53	Conn_gr8: Preview Concepts
159					9781531127244	96	Conn_gr8: ELL Support: Academic Vocabulary
160					9781531127244	134	Conn_gr8: Preview Concepts
	(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(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
161							
	(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	9781531127282	16-17	ELL Resource: Student Handout: Close Reading Handouts
162							
163					9781531127282	51	ELL Resource: Student Handout: Main Idea and Supporting Details handout
164					9781531127282	52	ELL Resource: Student Handout: Story Map
165					9781531127282	60	ELL Resource: Student Handout: Claims, Reasons, and Evidence

	A	B	C	D	E	F	G
	Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13	(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	9781531127282	16-17	ELL Resource: Student Handout: Close Reading Handouts
166					9781531127282	51	ELL Resource: Student Handout: Main Idea and Supporting Details handout
167					9781531127282	52	ELL Resource: Student Handout: Story Map
168					9781531127282	60	ELL Resource: Student Handout: Claims, Reasons, and Evidence
169							
	(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	9781531127282	49	ELL Resource: Graphic Organizers: Frayer Model
170					9781531127282	50	ELL Resource: Graphic Organizers: Word Web
171					9781531127244	134	Conn. gr8: Preview Concepts
172					9781531127244	146	Conn. gr8: Student Narrative
173							
174	(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

	A	B	C	D	E	F	G
	Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13	(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	9781531127244	18	Conn_gr8: Second Read
175							
176					9781531127244	61	Conn_gr8: Focus on Analyzing Allusions
177					9781531127244	76	Conn_gr8: First Read Determining the Central Idea
178							
	(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	9781531127244	83	Conn_gr8: Second Read: Analyzing Text Organizational Structures
179							
180					9781531127244	181	Conn_gr8: Second Read: Analyzing the Structure of a Paragraph
181					9781531127244	312	Conn_gr8: Comparing and Contrasting Narrative Poetry and Prose
182					9781531127244	20	Conn_gr8: Second Read: Analyzing Symbolism and Theme
	(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	9781531127244	45	Conn_gr8: Speak and Listen
183							
184					9781531127244	85	Conn_gr8: Speak and Listen
185					9781531127244	87	Conn_gr8: Speak and Listen
186					9781531127244	142	Conn_gr8: Speak and Listen

	A	B	C	D	E	F	G
	Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13	(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	9781531127244	101	Conn_gr8: Speak and Listen
187					9781531127244	134	Conn_gr8: Preview Concepts
188					9781531127244	160	Conn_gr8: Speak and Listen
189							
190							
	(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	9781531127244	431	Conn_gr8: Speak and Listen
191					9781531127244	41	Conn_gr8: Speak and Listen
192					9781531127244	45	Conn_gr8: Speak and Listen and Write
193					9781531127244	88	Conn_gr8: Language: Directions for activity
194							
	(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	9781531127244	95	Conn_gr8: Preview Concepts
195					9781531127244	198	Conn_gr8: Preview Concepts: Last paragraph
196					9781531127244	219	Conn_gr8: Preview Concepts: Last paragraph
197					9781531127244	266	Conn_gr8: Preview Concepts: Second half of page
198							



	A	B	C	D	E	F	G
	Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13	(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
199	(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	9781531127244	305	Conn_gr8: First Read: Summarizing Narrative Poetry, Objective:
200							
201					9781531127244	64	Conn_gr8: Write
202					9781531127244	168	Conn_gr8: Write
203					9781531127244	284	Conn_gr8: Retell a Folktale
	(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	9781531127244	22	Conn_gr8: Focus on Structure Questions 1-4
204							
205					9781531127244	45	Conn_gr8: Speak and Listen Questions 1-3
206					9781531127244	84	Conn_gr8: Questions 1-6
207					9781531127244	106	Conn_gr8: Questions 1-4

	A	B	C	D	E	F	G
	Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13	(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	9781531127244	121	Conn_gr8: Middle Paragraph
208							
209					9781531127244	155	Conn_gr8: First Read: Objective
210					9781531127244	200	Conn_gr8: First bullet point on page 200
211					9781531127244	424	Conn_gr8: First Read: Objective
212	(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
213	(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

	A	B	C	D	E	F	G
	Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13	(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
214	(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
215	(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
216	(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	B	C	D	E	F	G
	Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13	(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
217	(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	9781531125875	407	Essential Guide: 30 B.1 Words with ie and ei
218					9781531127244	213	Conn_gr8: Language: Spelling Words Ending in -ance and -ence
219							
220							
221							
	(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	9781531127244	24	Conn_gr8: Write
222							
223					9781531127244	26	Conn_gr8: Project-Based Assessments: Traditional Food Brochure
224					9781531127244	32	Conn_gr8: Preview Concepts
225					9781531127244	39	Conn_gr8: Write

	A	B	C	D	E	F	G
	Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13	(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	9781531127244	278	Conn_gr8: ELL Support: Write
226							
227					9781531127244	313	Conn_gr8: ELL Support: Write
228					9781531127244	417	Conn_gr8: Literary Analysis
229					9781531127244	401	Conn_gr8: Connect to Testing Questions 5 and 6
	(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
230							
231					9781531127244	213	Conn_gr8: Language: Spelling Words Ending in -ance and -ence
232							
233							
	(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	405	Essential Guide: 30 A Spelling Strategies
234							
235					9781531127244	213	Conn_gr8: Language: Spelling Words Ending in -ance and -ence
236							
237							

	A	B	C	D	E	F	G
	Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13	(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	405	Essential Guide: 30 A Spelling Strategies
238							
239					9781531127244	213	Conn_gr8: Language: Spelling Words Ending in -ance and -ence
240							
241							
	(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	405	Essential Guide: 30 A Spelling Strategies
242							
243					9781531127244	297	Conn_gr8: Language: Nonstandard Verbs
244							
245							
	(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	405	Essential Guide: 30 A Spelling Strategies
246							
247					9781531127244	396	Conn_gr8: Language: Pronoun-Antecedent Agreement
248							
249							

	A	B	C	D	E	F	G
	Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13	(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	405	Essential Guide: 30 A Spelling Strategies
250							
251					9781531127244	87	Conn_gr8: Language: Verb Tenses
252							
253							
	(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	9781531127244	415	Conn_gr8: Language: Active and Passive Voice
254							
255					9781531127244	433	Conn_gr8: Language: Participles
256					9781531127244	24	Conn_gr8: Language: Verbals
					9781531127244	234	Conn_gr8: Language: Sentence Voice and Mood
257							
	(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	9781531127244	125	Conn_gr8: Second Peer Review, Think Small
258							
259					9781531127244	354	Conn_gr8: Step 2
260					9781531127244	373	Conn_gr8: Write
261							

	A	B	C	D	E	F	G
	Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13	(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	9781531127244	373	Conn_gr8: Write
262							
263					9781531127244	125	Conn_gr8: Second Peer Review, Think Small
264					9781531127244	354	Conn_gr8: Step 2
265							
266	(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:	(F) write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired	(iii) write using a variety of grade-appropriate connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired	T: K-12 S: 6-12	9781531125875	38	Essential Guide: Combining by Coordinating
267					9781531127244	318	Conn_gr8: Narrative Poem
268							
269							
270	(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	9781531127244	349-356	Conn_gr8: Write a Personal Narrative
271					9781531127244	284	Conn_gr8: Write a Frame Narrative
272					9781531127244	284	Conn_gr8: Retell a Folktale
273					9781531127244	318	Conn_gr8: Narrative Poem



	A	B	C	D	E	F	G
	Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13	(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	9781531127244	327	Conn_gr8: First Response: Key Ideas and Details
274							
275					9781531127244	325	Conn_gr8: Preview Concepts
276					9781531127244	372	Conn_gr8: First Response: Key Ideas and Details
277					9781531127244	378	Conn_gr8: Fictional Journal Entry
	(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	9781531127244	381	Conn_gr8: Question 3, Part B
278							
279					9781531127244	383	Conn_gr8: Preview Concepts
280					9781531127244	401	Conn_gr8: Question 6
281					9781531127244	417	Conn_gr8: Literary Analysis

	A	B	C	D	E	F	G
1	<b>Proclamation 2019 Correlations to the English Language Proficiency Standards (ELPS): Teacher Material</b>						
2	Subject	Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading					
3	Subchapter	Subchapter B. Middle School					
4	Course	110.24. English Language Arts and Reading, Grade 8					
5	Publisher	Perfection Learning Corporation					
6	Program Title	Connections, Grade 8					
7	Program ISBN	9781531125868					
8	(a) Introduction.						
9	(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.						
10	(b) School district responsibilities.						
11	This section is not applicable to this document, but can be found at <a href="http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4">http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4</a> .						
12	<b>(c) Cross-curricular second language acquisition essential knowledge and skills</b>						
13	Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
14	(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	9781531127282	xv	TWE: Student Handout: Annotating a Text (twe)
15					9781531127282	134	TWE_gr8: ELL Support: Academic Vocabulary ELL Support: Preview Concepts and Making Connections
16					9781531127282	154	TWE_gr8: ELL Support: Preview Concepts and Making Connections
17					9781531127282	159	TWE_gr8: ELL Support: Focusing on Determining the Meaning of Words and Phrases and Speak and Listen
18	(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	9781531127282	32	TWE_gr8: ELL Support: Academic Vocabulary
19					9781531127282	48	TWE_gr8: The Great-grandmother's Story
20					9781531127282	53	TWE_gr8: Preview Concepts
21					9781531127282	116	TWE_gr8: Brainstrom

	A	B	C	D	E	F	G
	Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13	(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	9781531127282	89	TWE_gr8: ELL Support: Project-Based Assessments
22							
23					9781531127282	101	TWE_gr8: ELL Support: Speak and Listen
24					9781531127282	103	TWE_gr8: ELL Support: Speak and Listen
25					9781531127282	231	TWE_gr8: ELL Support: Speak and Listen and Write
26	(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
27							
28	(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	9781531127282	32	TWE_gr8: ELL Support: Preview Academic Vocabulary
29					9781531127282	46	TWE_gr8: ELL Support: Language
30					9781531127282	100	TWE_gr8: ELL Support: Focusing on Defining Terms
31					9781531127282	134	TWE_gr8: Preview Academic Vocabulary and Preview Concepts
32	(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	9781531127282	89	TWE_gr8: Project- Based Assessments
33					9781531127282	145	TWE_gr8: Speak and Listen
34					9781531127282	231	TWE_gr8: Speak and Listen
35					9781531127282	284	TWE_gr8: Project- Based Assessments—Retell a Folktale

	A	B	C	D	E	F	G
	Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13	(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	
35	(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	
36	(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	
37	(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	
38	(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	
39	(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	9781531127282	3	TWE_gr8: Teaching Reading Strategies
40					9781531127282	14	ELL Resource: Student Handout: General Expressions in the Classroom
41					9781531127282	19	ELL Resource: Support for Teaching ELLs in Connections: Vocabulary flashcards

	A	B	C	D	E	F	G
	Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13							
42					9781531127282	70	TWE_gr8: ELL Support: Project-Based Assessment
43	(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
44	(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
45	(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
46	(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

	A	B	C	D	E	F	G
	Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13	(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
47	(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
48	(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	9781531127282	14	ELL Resource: Student Handout: General Expressions in the Classroom
49	(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	9781531127282	14	ELL Resource: Student Handout: General Expressions in the Classroom
50					9781531127282	46	TWE, or: Language: Verbs and Moods
51					9781531127282	146	TWE, or: ELL Support: Language
52					9781531127282	434	TWE, or: ELL Support: Language
53	(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	9781531127282	14	ELL Resource: Student Handout: General Expressions in the Classroom

	A	B	C	D	E	F	G
	Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13					9781531127282	42	ELL Resource: Sentence Frames for Connections
54					9781531127282	42	Grade 8 TWE_gr8: ELL Support: Third Read and Comparing Texts
55					9781531127282	100	TWE_gr8: ELL Support: Focus on Defining Terms
56							
	(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	9781531127282	14	ELL Resource: Student Handout: General Expressions in the Classroom
57							
58					9781531127282	18-21	ELL Resource: Teaching Vocabulary
59					9781531127282	100	TWE_gr8: ELL Support: Focusing on Defining Terms
60					9781531127282	74	TWE_gr8: ELL Support: Preview Academic Vocabulary
	(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	(iv) learn academic vocabulary heard during classroom instruction and interactions	T: K–12 S: 6–12	9781531127282	18-21	ELL Resource: Teaching Vocabulary
61							
62					9781531127282	440	TWE_gr8: Preview Academic Vocabulary
63					9781531127282	100	TWE_gr8: Focusing on Defining Terms
64					9781531127282	423	TWE_gr8: Academic Vocabulary
	(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(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	9781531127282	10	ELL Resource: Corrective feedback
65							
66					9781531127282	23	ELL Resource: Informal Assessments
67					9781531127282	75	TWE_gr8: ELL Support: Make Connections
68							

	A	B	C	D	E	F	G
	Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13	(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	9781531127282	25	TWE_gr8: Steps for Peer Review
69							
70					9781531127282	254	TWE_gr8: Steps for Peer Review
71					9781531127282	236	TWE_gr8: ELL Support: Project-Based Assessment—Roundtable Discussion
72					9781531127282	298	TWE_gr8: ELL Support: Project-Based Assessments—Tell a Story
73	(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
74	(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



	A	B	C	D	E	F	G
	Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13	(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	9781531127282	74	TWE_gr8: ELL Support: Preview Concepts
75							
76					9781531127282	83	TWE_gr8: Second Read
77					9781531127282	101	TWE_gr8: Speak and Listen
78					9781531127282	144	TWE_gr8: Speak and Listen
79	(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
80	(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

	A	B	C	D	E	F	G
	Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13	(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
81	(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
82	(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
83	(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
84	(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					

	A	B	C	D	E	F	G
	Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13	(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
85	(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
86	(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
87	(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
88	(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

	A	B	C	D	E	F	G
	Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13	(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
89	(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
90	(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
91	(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
92	(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	B	C	D	E	F	G
	Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13	(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
93							
94	(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	9781531127282	25	TWE_gr8: Steps for Peer Review
95					9781531127282	236	TWE_gr8: Project- Based Assessment—Roundtable Discussion
96					9781531127282	332	TWE_gr8: ELL Support: Project-Based Assessments—Group Discussion
97					9781531127282	375	TWE_gr8: ELL Support: Speak and Listen
98	(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	9781531127282	457	TWE_gr8: ELL Support: Project-Based Assessments—Lincoln-Douglas Debate
99					9781531127282	20	TWE_gr8: ELL Support: Write
100					9781531127282	21	TWE_gr8: ELL Support: Second Read
101					9781531127282	22	TWE_gr8: ELL Support: Write

	A	B	C	D	E	F	G
	Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13	(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(l) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs	(v) demonstrate listening comprehension of increasingly complex spoken English by taking notes commensurate with content and grade-level needs	T: K–12 S: 6–12	9781531127282	74	TWE_gr8: ELL Support: Preview Concepts
102							
103					9781531127282	75	TWE_gr8: ELL Support: Make Connections
104					9781531127282	87	TWE_gr8: Speak and Listen
105					9781531127282	137	TWE_gr8: ELL Support: First Read
106	(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
107	(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

	A	B	C	D	E	F	G
	Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13	(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	9781531127282	266	TWE_gr8: Preview Concepts
108					9781531127282	284	TWE_gr8: ELL Support: Project-Based Assessments—Retell a Folktale
109					9781531127282	298	TWE_gr8: ELL Support: Project-Based Assessments—Tell a Story
110					9781531127282	299	TWE_gr8: ELL Support: Project-Based Assessments—Interview an Elder
111							
	(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	9781531127282	14	ELL Resource: Student Handout: General Expressions in the Classroom
112					9781531127282	25	TWE_gr8: Steps for Peer Review
113					9781531127282	41	ELL Resource: Student Handout: Sentence Frames for Connections Grade 8
114					9781531127282	237	TWE_gr8: Roundtable Discussion
115							
116	(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

	A	B	C	D	E	F	G
	Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
113	(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
117	(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
118	(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	9781531127282	284	TWE_gr8: Retell a Folktale: 3.
119	(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	9781531127282	284	TWE_gr8: Retell a Folktale: 3.
120					9781531127282	318	TWE_gr8: Narrative Poem
121					9781531127282	254	TWE_gr8: Use Transitions
122					9781531127282	61-67	ELL Resource: Text Structures graphic organizers



	A	B	C	D	E	F	G
	Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13	(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	9781531127282	89	TWE_gr8: ELL Support: Project-Based Assessments
123					9781531127282	101	TWE_gr8: ELL Support: Speak and Listen
124					9781531127282	103	TWE_gr8: ELL Support: Speak and Listen
125					9781531127282	144	TWE_gr8: ELL Support: Speak and Listen
126					9781531127282	144	TWE_gr8: ELL Support: Speak and Listen
127	(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	9781531127282	89	TWE_gr8: ELL Support: Project-Based Assessments
128					9781531127282	101	TWE_gr8: ELL Support: Speak and Listen
129					9781531127282	103	TWE_gr8: ELL Support: Speak and Listen
130					9781531127282	144	TWE_gr8: ELL Support: Speak and Listen
131	(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	9781531127282	24	TWE_gr8: Speak and Listen
132					9781531127282	41	TWE_gr8: Speak and Listen and Write
133					9781531127282	45	TWE_gr8: Speak and Listen and Write
134					9781531127282	64	TWE_gr8: Speak and Listen

	A	B	C	D	E	F	G
	Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13	(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	9781531127282	14	ELL Resource: Student Handout: General Expressions in the Classroom
135					9781531127282	87	TWE_gr8: ELL Support: Speak and Listen
136					9781531127282	89	TWE_gr8: Speech
137					9781531127282	111	TWE_gr8: On Your Own: Integrating Ideas 4.
138							
	(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	9781531127282	124	TWE_gr8: Steps for Peer Review
139					9781531127282	144	TWE_gr8: ELL Support: Speak and Listen
140					9781531127282	14	ELL Resource: Student Handout: General Expressions in the Classroom
141					9781531127282	165	TWE_gr8: ELL Support: Speak and Listen
142							
	(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	9781531127282	11	ELL Resource: Think-Pair-Share
143					9781531127282	10	ELL Resource: Modeling
144					9781531127282	14	ELL Resource: Student Handout: General Expressions in the Classroom
145					9781531127282	189	TWE_gr8: ELL Support: Speak and Listen and Write
146							

	A	B	C	D	E	F	G
	Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13	(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	9781531127282	11	ELL Resource: Think-Pair-Share
147					9781531127282	10	ELL Resource: Modeling
148					9781531127282	14	ELL Resource: Student Handout: General Expressions in the Classroom
149					9781531127282	236	TWE_gr8: ELL Support: Project-Based Assessment—Roundtable Discussion
150							
151	(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
152	(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

	A	B	C	D	E	F	G
	Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13	(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
153	(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	9781531127282	41	TWE_gr8: ELL Support: Speak and Listen
154					9781531127282	207	TWE_gr8: ELL Support: Speak and Listen
155					9781531127282	165	TWE_gr8: ELL Support: Speak and Listen
156					9781531127282	144	TWE_gr8: ELL Support: Speak and Listen
157					9781531127282		
158	(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

	A	B	C	D	E	F	G
	Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13	(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
159	(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
160	(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
161	(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

	A	B	C	D	E	F	G
	Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13	(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
162	(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
163	(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
164	(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	B	C	D	E	F	G
	Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13	(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	9781531127282	14	ELL Resource: Student Handout: General Expressions in the Classroom
165					9781531127282	61-67	ELL Resource: Text structures handouts
166							
167							
168							
	(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	9781531127282	14	ELL Resource: Student Handout: General Expressions in the Classroom
169					9781531127282	16-17	ELL Resource: Student Handout: Teaching Close reading Advertisement Activity
170					9781531127282	10	TWE_gr8: ELL Support: First Read
171							
172							
	(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	9781531127282	15	ELL Resource: Teaching Close Reading Paragraph 1
173							
174					9781531127282	14	ELL Resource: Student Handout: General Expressions in the Classroom
					9781531127282	6	TWE_gr8: ELL Support: Preview Unit 1 Essential Question
175					9781531127282	16-17	ELL Resource: Student Handout: Close Reading Handouts
176							

	A	B	C	D	E	F	G
	Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13	(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	9781531127282	15	ELL Resource: Teaching Close Reading Paragraph 1
177					9781531127282	61-67	ELL Resource: Student Handout: Text structures
178					9781531127282	16-17	ELL Resource: Student Handout: Close Reading Handouts
179							
180							
	(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	9781531127282	20	ELL Resource: Preview the Text
181					9781531127282	20	ELL Resource: Questioning
182					9781531127282	8	TWE_gr8: Preview Concepts
183					9781531127282	53	TWE_gr8: Preview Concepts
184							
	(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	9781531127282	120	TWE_gr8: ELL Support: Find Sources and Gather Information
185					9781531127282	125	TWE_gr8: ELL Support: Second and Final Peer Review
186					9781531127282	244	TWE_gr8: ELL Support: Find Sources
187					9781531127282	332	TWE_gr8: ELL Support: Project-Based Assessments— Brochure
188							



	A	B	C	D	E	F	G
	Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13	(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	9781531127282	16-17	ELL Resource: Student Handout: Close Reading Handouts
189					9781531127282	155	TWE_gr8: ELL Support: First Read, Story Map
190					9781531127282	175	TWE_gr8: ELL Support: First Read, Main Idea and Supporting Details graphic organizer...
191					9781531127282	104	TWE_gr8: ELL Support: Third Read, Claims, Reasons, and Evidence Graphic Organizer
192							
	(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	9781531127282	16-17	ELL Resource: Student Handout: Close Reading Handouts
193					9781531127282	155	TWE_gr8: ELL Support: First Read, Story Map
194					9781531127282	175	TWE_gr8: ELL Support: First Read, Main Idea and Supporting Details graphic organizer...
195					9781531127282	104	TWE_gr8: ELL Support: Third Read, Claims, Reasons, and Evidence Graphic Organizer
196							
	(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	9781531127282	49	ELL Resource: Graphic Organizers: Frayer Model
197					9781531127282	50	ELL Resource: Graphic Organizers: Word Web
198					9781531127282	154	TWE_gr8: ELL Support: PReview Concepts and Making Connections
199					9781531127282	40	TWE_gr8: ELL Support: Second Read
200							

	A	B	C	D	E	F	G
	Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13	(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
201	(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	9781531127282	347	TWE_gr8: Pandora's Box in Art sidebar support
202					9781531127282	427	TWE_gr8: Focus on Making Inferences
203					9781531127282	305	TWE_gr8: ELL Support: First Read
204					9781531127282	383	TWE_gr8: ELL Support: Preview Concepts
205							
206	(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	9781531127282	83	TWE_gr8: ELL Support: Second Read: Analyzing Text Organizational Structures
207					9781531127282	312	TWE_gr8: ELL Support: Second Read
208					9781531127282	21	TWE_gr8: ELL Support: Second Read: Analyzing Symbolism and Theme
209					9781531127282	63	TWE_gr8: ELL Support: Second Read: Analyzing Authors' Points of View

	A	B	C	D	E	F	G
	Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13	(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	9781531127282	45	TWE_gr8: ELL Support: Speak and Listen
210					9781531127282	85	TWE_gr8: ELL Support: Speak and Listen
211					9781531127282	87	TWE_gr8: ELL Support: Speak and Listen
212					9781531127282	142	TWE_gr8: ELL Support: Speak and Listen
213							
	(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	9781531127282	53	TWE_gr8: ELL Support: Preview Concepts
214					9781531127282	74	TWE_gr8: Preview Academic Vocabulary
215					9781531127282	18	ELL Resource: Teaching Vocabulary
216							
217							
	(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	9781531127282	430	TWE_gr8: ELL Support: Second Read
218					9781531127282	45	TWE_gr8: ELL Support: Speak and Listen and Write
219					9781531127282	88	TWE_gr8: ELL Support: Language
220					9781531127282	46	TWE_gr8: ELL Support: Language
221							

	A	B	C	D	E	F	G
	Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13	(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	9781531127282	95	TWE_gr8: Preview Concepts
222					9781531127282	198	TWE_gr8: Preview Concepts: Last paragraph
223					9781531127282	219	TWE_gr8: Preview Concepts: Last paragraph
224					9781531127282	266	TWE_gr8: Preview Concepts: Second half of page
225							
226	(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
227	(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	9781531127282	291	TWE_gr8: ELL Support: First Read
228					9781531127282	305	TWE_gr8: ELL Support: First Read
229					9781531127282	64	TWE_gr8: ELL Support: Write
230					9781531127282	168	TWE_gr8: ELL Support: Write

	A	B	C	D	E	F	G
	Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13	(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	9781531127282	22	TWE_gr8: Focus on Structure Questions 1-4
231					9781531127282	45	TWE_gr8: Speak and Listen Questions 1-3
232					9781531127282	84	TWE_gr8: Questions 1-6
233					9781531127282	106	TWE_gr8: Questions 1-4
234							
	(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	9781531127282	120	TWE_gr8: ELL Support: Find Sources and Gather Information
235					9781531127282	155	TWE_gr8: ELL Support: First Read
236					9781531127282	200	TWE_gr8: ELL Support: First Read
237					9781531127282	210	TWE_gr8: ELL Support: Third Read
238							
239	(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

	A	B	C	D	E	F	G
	Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13	(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
240	(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
241	(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
242	(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

	A	B	C	D	E	F	G
	Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13	(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
243	(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
244	(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	9781531127282	213	TWE_gr8: Language: Spelling Words Ending in -ance and -ence
245							
246					9781531126025	407	Essential Guide: 30 B.1
247							Words with ie and ei
248							

	A	B	C	D	E	F	G
	Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13							
249	(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	9781531127282	24	TWE_gr8: ELL Support: Write
250					9781531127282	27	TWE_gr8: ELL Support: Project-Based Assessments
251					9781531127282	32	TWE_gr8: ELL Support: Preview Concepts
252					9781531127282	39	TWE_gr8: ELL Support: Write
253	(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	9781531127282	278	TWE_gr8: ELL Support: Write
254					9781531127282	313	TWE_gr8: ELL Support: Write
255					9781531127282	394	TWE_gr8: ELL Support: Write
256					9781531127282	401	TWE_gr8: Connect to Testing Questions 5 and 6
257	(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	9781531127282	213	TWE_gr8: Language: Spelling Words Ending in -ance and -ence
258					9781531126025	405	Essential Guide: 30 A Spelling Strategies
259							
260							



	A	B	C	D	E	F	G
	Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13	(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	9781531127282	213	TWE_gr8: Language: Spelling Words Ending in -ance and -ence
261							
262					9781531126025	407	Essential Guide: 30 B.1 Words with ie and ei
263							
264							
	(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	9781531127282	213	TWE_gr8: Language: Spelling Words Ending in -ance and -ence
265							
266					9781531126025	408	Essential Guide: 30 B.2 Words Ending in -cede, -ceed, or -sede
267							
268							
	(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	9781531127282	297	TWE_gr8: Language: Nonstandard Verbs
269							
270					9781531126025	334	Essential Guide: 24 A.2 Singular and Plural Subjects
271							

	A	B	C	D	E	F	G
	Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13 272							
	(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	9781531127282	396	TWE_gr8: Language: Pronoun-Antecedent Agreement
273					9781531126025	328	Essential Guide: 23 B Pronouns and Their Antecedents
274 275 276							
	(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	9781531127282	87	TWE_gr8: Language: Verb Tenses
277					9781531126025	309	Essential Guide: 22 B.1 Uses of the Tenses
278 279 280							
	(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	9781531127282	415	TWE_gr8: Language: Active and Passive Voice
281					9781531127282	433	TWE_gr8: Language: Participles
282					9781531127282	24	TWE_gr8: Language: Verbals
283					9781531127282	234	TWE_gr8: Language: Sentence Voice and Mood
284							

	A	B	C	D	E	F	G
	Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13	(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	9781531127282	125	TWE_gr8: Second Peer Review, Think Small
285							
286					9781531126025	38	Essential Guide: Combining by Coordinating
287					9781531127282	354	TWE_gr8: Step 2
288					9781531127282	373	TWE_gr8: ELL Support: Write
	(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	9781531127282	373	TWE_gr8: Write
289							
290					9781531127282	125	TWE_gr8: Second Peer Review, Think Small
291					9781531127282	354	TWE_gr8: Step 2
292							
	(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:	(F) write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired	(iii) write using a variety of grade-appropriate connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired	T: K–12 S: 6–12	9781531127282	254	TWE_gr8: Use Transitions
293							
294					9781531126025	38	Essential Guide: Combining by Coordinating
295					9781531127282	318	TWE_gr8: Narrative Poem
296							

	A	B	C	D	E	F	G
	Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
13	(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	9781531127282	349-356	TWE_gr8: Write a Personal Narrative
297							
298					9781531127282	284	TWE_gr8: Write a Frame Narrative
299					9781531127282	284	TWE_gr8: Retell a Folktale
300					9781531127282	318	TWE_gr8: Narrative Poem
	(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	9781531127282	327	TWE_gr8: First Response: Key Ideas and Details
301							
302					9781531127282	325	TWE_gr8: Preview Concepts
303					9781531127282	372	TWE_gr8: First Response: Key Ideas and Details
304					9781531127282	378	TWE_gr8: Fictional Journal Entry
	(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	9781531127282	381	TWE_gr8: Question 3, Part B
305							

	A	B	C	D	E	F	G
13	Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
306					9781531127282	383	TWE_gr8: Preview
307					9781531127282	401	Concepts
308					9781531127282	417	TWE_gr8: Question 6
							TWE_gr8: Literary Analysis