	A	В	с	D	E	F	G	Н
1	Proclamation 2019 Correlation		edge and Skills (TEKS): Student/		al			
2	Subject	Chapter 110. Texas Essential Knowledge	e and Skills for English Language Arts and R	leading				
3	Subchapter	Subchapter B. Middle School						
4	Course	110.24. English Language Arts and Read	ling, 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	genres; author's purpose and craft; composition; a develop knowledge and skills with increased comp (2) The seven strands of the essential knowledge the acquisition of language skills so that students should engage in academic conversations, write, r (3) Text complexity increases with challenging voc	and inquiry and research. The strands focus on acad lexity and nuance in order to think critically and adar, and skills for English language arts and reading are develop high levels of social and academic language read, and be read to on a daily basis with opportunit abulary, sophisticated sentence structures, nuanced	interconnected nature of listening, speaking, reading emic oracy (proficiency in oral expression and comprei to the ever-evolving nature of language and literacy intended to be integrated for instructional purposes a proficiency. Although some strands may require mon es for corss-curricular content and student choice. I text features, cognitively demanding content, and su omplex texts in multiple genres as they become self-d	hension), authentic readi r. and are recursive in natur e instructional time, each ibtle relationships among	ing, and reflective writing to e. Strands include the four strand is of equal value, ma ideas (Texas Education Ag	ensure a literate Texas. The domains of language (liste ay be presented in any ord ency, STAAR Performance	e strands are integrated ning, speaking, reading ler, and should be integ a Level Descriptors, 201	d and progressive with students continuing to writing) and their application in order to accelerate rated throughout the year. Additionally, students
11	scaffolds such as adapted text, translations, native vocabulary needs to be in the context of connecte (5) Current research stresses the importance of ef must be linguistically accommodated in accordanc needs, refer to the ELPS and proficiency-level des (6) Oral language proficiency holds a pivotal role i technical education, they must have multiple oppo	e language support, cognates, summaries, pictures, ad discourse so that it is meaningful. Strategic use of ffectively integrating second language acquisition wit e with the English Language Proficiency Standards (scriptors adopted in Chapter 74, Subchapter A, of thi in school success; verbal engagement must be maxii vitunities to practice and apply the academic language	; their proficiency in English influences the ability to m realia, glossaries, bilingual dictionaries, thesauri, and the student's first language is important to ensure ling h quality content area education in order to ensure th (ELPS) and the student's English language proficienc is title (relating to Required Curriculum). mized across grade levels (Kinsella, 2010). In order for e of each discipline (Fisher, Frey, & Rothenberg, 200 e containing the phrase "such as" are intended as pos	other modes of comprehe guistic, affective, cognitive at ELLs acquire social ar y levels to ensure the ma r students to become thin 8).	ensible input. ELLs can and e, and academic developme Id academic language profi stery of knowledge and skil nkers and proficient speaker	should be encouraged to ent in English. ciency in English, learn the s in the required curriculun	use knowledge of their knowledge and skills, a n is accessible. For a fur	first language to enhance vocabulary development; and reach their full academic potential. Instruction ther understanding of second language acquisition
11	(b) Knowledge and Skills.							
12				[1		1	Specific Location or
	Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Hyperlink to Location for
13							ļ	Electronic Programs
	(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking-oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(A) listen actively to interpret a message 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.
14				;				ConnSB: Listening
15		<u> </u>		Student/Teacher	Activity	9781531127244	434	Activoly
16				Student/Teacher	Narrative	9781531126025	462	Essential Guide: Listening Actively ConnSB: Speak and
17				Student/Teacher	Activity	9781531127244	168	Listen
18				Student/Teacher	Activity	9781531127244	317	ConnSB: Stage a Debate
19 20			•••••••	Teacher Only Teacher Only	Narrative Activity	{	÷	
21				Teacher Only	(Drop-down selection)]	
22				Teacher Only Teacher Only	(Drop-down selection) (Drop-down selection)	}		
23		1		reacher Only	(DIOP-GOWIT SELECTION)		1	
	(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
24			÷			}		ConnSB: Lincoln-Douglas
25		ļ		Student/Teacher	Activity	9781531127244	457	Debate
26				Student/Teacher	Narrative	9781531126025	462	Essential Guide: Listening Actively ConnSB: Expectations for
27				Student/Teacher	Activity	9781531127244	435	Discussion
				Student/Teacher	Activity	9781531127244	24	ConnSB: Speak and
28				Studen/Teacher	ACTIVITY	510133112/244	{	Listen

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	Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Hyperlink to Location for Electronic Programs
13 29				Teacher Only	Narrative			
30		<u>.</u>		Teacher Only	Activity	}		
31				Teacher Only Teacher Only	(Drop-down selection)	}	<u></u>	
32 33			· ·	Teacher Only	(Drop-down selection) (Drop-down selection)	}	<u>}</u>	
		1						
	(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking-oral language. The student	(A) listen actively to interpret a message by	(iii) listen actively to interpret a message by					
	develops oral language through listening, speaking, and discussion. The student is expected to:	summarizing, asking questions, and making comments	making comments	Student/Teacher	Narrative	9781531126025	463	Essential Guide: Make Comments
34						}		ConnSB: First Peer
35		[Student/Teacher	Activity	9781531127244	253	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 40		<u>.</u>		Teacher Only	Narrative	<u>}</u>	{	
40		+	\$	Teacher Only Teacher Only	Activity (Drop-down selection)	<u>}</u>	<u> </u>	
42		{		Teacher Only Teacher Only	(Drop-down selection) (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	 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		<u>}</u>	;
50		ļ	÷	Teacher Only	Activity	\$		
51 52		÷	÷	Teacher Only Teacher Only	(Drop-down selection) (Drop-down selection)	{·····	}·····	
53				Teacher Only	(Drop-down selection)		}	÷
	(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking–oral language. The student	(B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve	(ii) give complex oral instructions to perform specific tasks, answer questions, or solve	Student/Teacher	Narrative	9781531126025	460	Essential Guide: Give Clear Directions
54	develops oral language through listening, speaking, and discussion. The student is expected to:	problems	problems					(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
57		******		Student/Teacher	(Drop-down selection)	<u>}</u>	{	and a second and a supp
59		}		Teacher Only	Narrative	}		
60		}		Teacher Only	Activity (Drop-down selection)	}	<u>.</u>	
61 62				Teacher Only Teacher Only	(Drop-down selection) (Drop-down selection)	·····	<u> </u>	
63		<u> </u>		Teacher Only	(Drop-down selection)		<u> </u>	·
	(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
64		}	i			{	}	

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	A		<u> </u>		L			Specific Location or
13	Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Hyperlink to Location for Electronic Programs
		}		Student/Teacher	Activity	9781531126025	471	Essential Guide: Try It Out: Give a
65						9781531126025	467	Formal Speech
66		}		Student/Teacher	Narrative	}	5	Essential Guide: Types of Evidence/ Support ConnSB: Project-Based
67		}		Student/Teacher	Activity	9781531127244	89	Assessment: Speech
		{		Student/Teacher	Narrative	9781531126025	471	Essential Guide: Second checkmark:
68 69				Teacher Only	Narrative	}	{	Verbal Qualities
70]		Teacher Only	Activity	}	{	
71 72				Teacher Only	(Drop-down selection)	{	§	
73				Teacher Only Teacher Only	(Drop-down selection) (Drop-down selection)	}	<u>.</u>	
74	(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
		******	•	Student/Teacher	Activity	9781531126025	471	Essential Guide: Try It Out: Give a
75 76		}	÷		Narrative	9781531126025	467	Formal Speech Essential Guide: Types of Evidence/ Support
76		}		Student/Teacher	;	}	ş	ConnSB: Project-Based
77		<u> </u>		Student/Teacher	Activity	9781531127244	89	Assessment: Speech
78				Student/Teacher	Narrative	9781531126025	471	Essential Guide: Second checkmark: Verbal Qualities
79 80		÷	÷	Teacher Only Teacher Only	Narrative Activity	}	{	
81		<u>}</u>		Teacher Only	(Drop-down selection)	<u>}</u>	{	
82 83		{		Teacher Only Teacher Only	(Drop-down selection) (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 86		}		Student/Teacher	Narrative	9781531126025	467	Formal Speech
87				Student/Teacher	Activity	9781531127244	89	Essential Guide: Types of Evidence/ Support ConnSB: Project-Based Assessment: Speech
88				Student/Teacher	Narrative	9781531126025	471	Essential Guide: Second checkmark: Verbal Qualities
89		}		Teacher Only	Narrative	}	1	· creat secondo
90		<u> </u>		Teacher Only	Activity	<u> </u>		
91 92		{		Teacher Only Teacher Only	(Drop-down selection) (Drop-down selection)	{·····	<u>}</u>	
93		}		Teacher Only Teacher Only	(Drop-down selection)	<u> </u>	<u></u>	<u></u>
94	(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
		<u>+</u>		Student/Teacher	Activity	9781531126025	471	Essential Guide: Try It Out: Give a
95 96		}		Student/Teacher	Narrative	9781531126025	467	Formal Speech Essential Guide: Types of Evidence/ Support
96		*****		Student/Teacher	Activity	9781531126025	89	ConnSB: Project-Based Assessment: Speech
98				Student/Teacher	Narrative	9781531126025	471	Essential Guide: Second checkmark: Verbal Qualities
99		1	· · · · · · · · · · · · · · · · · · ·	Teacher Only	Narrative			
100 101		}		Teacher Only Teacher Only	Activity (Drop-down selection)	<u>}</u>	{	
101 102 103				Teacher Only Teacher Only	(Drop-down selection) (Drop-down selection)			
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	Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Hyperlink to Location for
13								Electronic Programs
	(1) Developing and sustaining foundational							
	language skills: listening, speaking, discussion,	(C) advocate a position using anecdotes, analogies, and/or illustrations employing eye	(v) advocate a position using anecdotes,				1	
	and thinking-oral language. The student	contact, speaking rate, volume, enunciation, a	analogies, and/or illustrations employing a variety	Student/Teacher	Narrative	9781531126025	470	Essential Guide: Delivering Your
	develops oral language through listening, speaking, and discussion. The student is	variety of natural gestures, and conventions of	of natural gestures to communicate ideas effectively				1	Speech
	expected to:	language to communicate ideas effectively						
104		ļ				}		
105				Student/Teacher	Activity	9781531126025	471	Essential Guide: Try It Out: Give a Formal Speech
105				Student/Teacher	Narrative	9781531126025	467	Essential Guide: Types of Evidence/ Support
				Student/Teacher	Activity	9781531127244	89	ConnSB: Project-Based
107					, waiting	0.0.00.12.12.11		Assessment: Speech
108				Student/Teacher	Activity	9781531127244	457	ConnSB: Lincoln-Douglas Debate
109				Teacher Only	Narrative	}	1	
110				Teacher Only	Activity	{		
111 112				Teacher Only Teacher Only	(Drop-down selection) (Drop-down selection)	{	}	÷
112				Teacher Only	(Drop-down selection)		<u> </u>	·
	(1) Developing and sustaining foundational language skills: listening, speaking, discussion,	(C) advocate a position using anecdotes,	(vi) advocate a position using anecdotes,					
	and thinking-oral language. The student	analogies, and/or illustrations employing eye	analogies, and/or illustrations employing	Otuda at/Ta a sha a	No motione	0704504400005	470	Essential Guide: Delivering Your
	develops oral language through listening,	contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of	conventions of language to communicate ideas	Student/Teacher	Narrative	9781531126025	470	Speech
	speaking, and discussion. The student is expected to:	language to communicate ideas effectively	effectively				}	
114	expected to:							
				Student/Teacher	Activity	9781531126025	471	Essential Guide: Try It Out: Give a
115 116		<u>.</u>		Student/Teacher	Narrative	9781531126025	467	Formal Speech Essential Guide: Types of Evidence/ Support
110					!	{	·····	ConnSB: Project-Based
117				Student/Teacher	Activity	9781531127244	89	Assessment: Speech
118				Student/Teacher	Activity	9781531127244	457	ConnSB: Lincoln-Douglas
118				Teacher Only	Narrative	{	·····	Debate
120			÷	Teacher Only	Activity			;
121 122				Teacher Only Teacher Only	(Drop-down selection) (Drop-down selection)	}	{	
122				Teacher Only	(Drop-down selection)	}	{	
	(1) Developing and sustaining foundational							
	language skills: listening, speaking, discussion, and thinking-oral language. The student	(D) participate collaboratively in discussions, plan agendas with clear goals and deadlines, set time				{		Essential Guide: Collaborating
	develops oral language through listening,	limits for speakers, take notes, and vote on key	(i) participate collaboratively in discussions	Student/Teacher	Narrative	9781531126025	472	Effectively
	speaking, and discussion. The student is	issues					1	
124	expected to:							
		<u>}</u>		Student/Teacher	Activity	9781531127244	41	ConnSB: Speak and
125		}			Activity	5.01001127244	41	Listen
126				Student/Teacher	Narrative	9781531126025	473	Essential Guide: Give and Receive Constructive Feedback
120		1				0704504407044	4.00	Constituctive Peeuback ConnSB: Speak and
127				Student/Teacher	Activity	9781531127244	160	Listen
128				Student/Teacher	Activity	9781531127244	24	ConnSB: Speak and
129		<u></u>		Teacher Only	Narrative	{	1	Listen
130		[Teacher Only	Activity	[}	
131 132				Teacher Only Teacher Only	(Drop-down selection)	<u>}</u>	÷	
132				Teacher Only	(Drop-down selection) (Drop-down selection)			
	(1) Developing and sustaining foundational	(D) participate collaboratively in discussions, plan				{		
	language skills: listening, speaking, discussion, and thinking-oral language. The student	(D) participate collaboratively in discussions, plan agendas with clear goals and deadlines, set time				{		Essential Guide: Planning Agendas
	develops oral language through listening,	limits for speakers, take notes, and vote on key	(ii) plan agendas with clear goals	Student/Teacher	Narrative	9781531126025	474	(Blue runin Head)
	speaking, and discussion. The student is	issues				{	1	
134	expected to:							i I
				Student/Teacher	Activity	9781531126025	477	Essential Guide: Try It Out:
135				Student/Teacher		9781531126025	477	Collaborating with a Group
136		\$		Student/Teacher	ivarrative	9/01031126025	4/2	Essential Guide: Facilitator row

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	Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Hyperlink to Location for
13						<u> </u>		Electronic Programs
				Student/Teacher	Activity	9781531127244	457	ConnSB: Lincoln-Douglas
137 138				:		{	}	Debate
138				Student/Teacher Teacher Only	(Drop-down selection) Narrative		}	
140				Teacher Only	Activity	}		
141		}		Teacher Only Teacher Only	(Drop-down selection) (Drop-down selection)	<u> </u>	}	
142 143				Teacher Only	(Drop-down selection)	}	}	
145				Teacher only			Ś	
	(1) Developing and sustaining foundational							
	language skills: listening, speaking, discussion,	(D) participate collaboratively in discussions, plan				}		Freedick Ovider Dispring Assertes
	and thinking-oral language. The student develops oral language through listening,	agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key	(iii) plan agendas with clear deadlines	Student/Teacher	Narrative	9781531126025	474	Essential Guide: Planning Agendas (Blue runin Head)
	speaking, and discussion. The student is	issues				}		(,
	expected to:					}		
144		}			:	}	{	Essential Guide: Try It Out:
145				Student/Teacher	Activity	9781531126025	477	Collaborating with a Group
146		{		Student/Teacher	Narrative	9781531126025	472	Essential Guide: Facilitator row
				Student/Teacher	Activity	9781531127244	457	ConnSB: Lincoln-Douglas
147							}	Debate
148 149				Student/Teacher Teacher Only	(Drop-down selection) Narrative	{	}	
150				Teacher Only Teacher Only	Narrative Activity			i
151		Į		Teacher Only	(Drop-down selection)		}	
152 153				Teacher Only Teacher Only	(Drop-down selection) (Drop-down selection)		}	
155				: Teacher Only	(Diop-down selection)	{		
	(1) Developing and sustaining foundational							
	language skills: listening, speaking, discussion,	(D) participate collaboratively in discussions, plan						
	and thinking-oral language. The student develops oral language through listening,	agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key	(iv) set time limits for speakers	Student/Teacher	Narrative	9781531126025	475	Essential Guide: fourth bullet
	speaking, and discussion. The student is	issues						
	expected to:							
154						{	}	ConnSB: Speak and
155				Student/Teacher	Activity	9781531127244	24	
156				Student/Teacher	Narrative	9781531126025	473	Listen Essential Guide: Timekeeper row
				Student/Teacher	Activity	9781531127244	457	ConnSB: Lincoln-Douglas
157		}			, iounty			Debate
158				Student/Teacher	Activity	9781531126025	477	Essential Guide: Try It Out: Collaborating with a Group
159		;		Teacher Only	Narrative	1		
160				Teacher Only	Activity			
161 162		}		Teacher Only Teacher Only	(Drop-down selection)	}	<u>}</u>	
162				Teacher Only	(Drop-down selection) (Drop-down selection) (Drop-down selection)			
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	(1) Developing and sustaining foundational				i i i i i i i i i i i i i i i i i i i	{		į – – – – – – – – – – – – – – – – – – –
	language skills: listening, speaking, discussion, and thinking-oral language. The student	(D) participate collaboratively in discussions, plan agendas with clear goals and deadlines, set time				1	}	
	develops oral language through listening,	limits for speakers, take notes, and vote on key	(v) take notes	Student/Teacher	Narrative	9781531126025	464	Essential Guide: Take Notes
	speaking, and discussion. The student is	issues				{	}	
164	expected to:						1	
104		<u>}</u>						ConnSB: Speak and
165		<u> </u>		Student/Teacher	Activity	9781531127244	24	Listen
166		<u>.</u>		Student/Teacher	Narrative	9781531126025	475	Essential Guide: Fourth bullet point
1.57				Student/Teacher	Activity	9781531127244	124	ConnSB: First Peer Review
167		{				{		ConnSB: Speak and
168		}		Student/Teacher	Activity	9781531127244	64	Listen
169		[Teacher Only	Narrative	[
170 171		<u>}</u>		Teacher Only Teacher Only	Activity (Drop down solaction)	}	}	
171		}		Teacher Only Teacher Only	(Drop-down selection) (Drop-down selection)	}		
172				Teacher Only	(Drop-down selection)			

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Interpart Inter		language skills: listening, speaking, discussion, and thinking-oral language. The student develops oral language through listening, speaking, and discussion. The student is	agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key	(vi) vote on key issues	Student/Teacher	Narrative	9781531126025	476	Essential Guide: Guidelines for taking a
Image: section of sec					Student/Teacher	Activity	9781531127244	343	
Image: sec: sec: sec: sec: sec: sec: sec: se					Student/Teacher	Narrative	9781531126025	476	Essential Guide: Strategies for reaching consensus— (Black
131 132 133 134 135134 135135 135135 136136 136136 136137 137 137138 138138 	177				Student/Teacher	Activity	9781531126025	477	Essential Guide: Try It Out: Collaborating with a Group
Interfaction Interfaction Interfaction Interfaction Interfaction Interfaction Interfaction Interfaction Interfaction Interfaction <td< td=""><td>178</td><td></td><td></td><td></td><td></td><td></td><td>9781531127244</td><td>160</td><td></td></td<>	178						9781531127244	160	
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13.1					Teacher Only	Activity			
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Image: second particulation functional particulation function for digital measures to determine in the second particulation provided in space to digital measures to determine in the second particulation provided in space to digital measures to determine in the second particulation provided in the second particulation particulation particulation provided in the second particulation provided in the second particulation particulatin partine particulation particulation particulation pa					Teacher Only	(Drop-down selection)	<u>}</u>	}	
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Image:		language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. The	meaning, syllabication, pronunciation, word origin,						
186	185		{		Student/Teacher	Activity	9781531126025	455	Essential Guide: Try It Out
187 International and a state of the second of the secon					Student/Teacher	Narrative	9781531127244	100	ConnSB: Focus on
188			<u>}</u>				}		Defining Terms
190 Activity Activity Activity 101							9781531127244	161	Connsb: Chart
190 Active Active Interface In					Student/Teacher	(Drop-down selection)	{	}	
191 Teacher Civity Dee-down steekton) Headler Civity Dee-down steekton) 193			}		Teacher Only	Activity	<u>}</u>		
192 Interdeer City Disp-doen selection] Interdeer City </td <td></td> <td></td> <td></td> <td></td> <td>Teacher Only</td> <td>(Drop-down selection)</td> <td>}</td> <td></td> <td></td>					Teacher Only	(Drop-down selection)	}		
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Inspugge skills: listening: speaking: reading: willing, and hinking-vocabulary expressively. The student is expected to: Allow pert or digital resources to determine sylabication Student/Teacher Narrative 9781531126025 453 Essential Guide: Accent Marks (Blue nnin Head) 194	193				Teacher Only	(Drop-down selection)	}		
196 Student/Teacher Narrative 9781531126025 453 Essential Guide: Accent Marks (Blue runn Head) 197 Student/Teacher Activity 978153112008 385 Pronunciation and Pronunciation Skills 197 Student/Teacher (Drop-down selection) Student/Teacher (Drop-down selection) 198 Teacher Only Activity Narrative Activity Pronunciation Skills 200 Teacher Only Activity Narrative Activity Pronunciation Skills 201 Teacher Only Oprop-down selection) Activity Pronunciation Skills 202 Teacher Only Oprop-down selection) Activity Pronunciation Skills 203 Teacher Only Oprop-down selection) Essential Guide: Pronunciation (Blue numing, sylabication, pronunciation, word origin, and part of speech (i) use print or digital resources to determine pronunciation Student/Teacher Narrative 9781531126025 452 Essential Guide: Try It Out: Using a 203 Student/Teacher Activity 9781531126025 455 Essential Guide: Try It Out: Using a 204 Student/Teacher Activity 9781531126025 453 Essential Guide: Try It Out: Using a 205 Student/Teacher Narrative 9781531126025 453<	194	language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. The	meaning, syllabication, pronunciation, word origin,	(ii) use print or digital resources to determine syllabication	Student/Teacher	Narrative	9781531126025	453	
196 Narrative 9781531126025 433 runin Head) 197 Student/Teacher Activity 9781531129088 385 Stock: Syllabification and Student/Teacher 198 Student/Teacher (Drop-down selection) Narrative Narrative Narrative 200 Teacher Only Narrative Narrative Narrative Narrative 201 Teacher Only Orop-down selection) Narrative Narrative 202 Teacher Only Orop-down selection) Narrative Narrative 203 Teacher Only Orop-down selection) Narrative Student/Teacher 204 Teacher Only Orop-down selection) Narrative Student/Teacher 205 Teacher Only Orop-down selection) Narrative Student/Teacher 204 Teacher Only Orop-down selection) Narrative Student/Teacher 205 Teacher Only Orop-down selection) Student/Teacher Narrative Student/Teacher 205 Teacher Only Orop-down selection) Student/Teacher Narrative Student/Teacher 206 Teacher Only Orop-down selection) Student/Teacher Narrative Student/Teacher 206 Student/Teacher <td>195</td> <td></td> <td>[</td> <td></td> <td>Student/Teacher</td> <td>Activity</td> <td>9781531126025</td> <td>455</td> <td>Essential Guide: Try It Out</td>	195		[Student/Teacher	Activity	9781531126025	455	Essential Guide: Try It Out
196 Image: Constraint of the spectral of the spectra of the spectral of the spectral of the spec						i)		Essential Guide: Accent Marks (Blue
197	196		}				}		runin Head) Skbk: Syllabification and
199 Teacher Only Narative 200 Teacher Only Adivity 201 Teacher Only Adivity 202 Opp-down selection) Opp-down selection) 203 Teacher Only Opp-down selection) 204 Student/Teacher Narative 205 Student/Teacher Narative 9781531126025 452 Essential Guide: Try It Out: Using a 204 Student/Teacher Adivity 9781531126025 453 Essential Guide: Partial Pronunciation					Student/Teacher	Activity	9781531129088	385	Des sus sisting Chills
201 Teacher Only Drop-down selection) Teacher Only Drop-down selection) 202 Teacher Only Orop-down selection) Teacher Only Orop-down selection) 203 Teacher Only Orop-down selection) Teacher Only Orop-down selection) 203 Teacher Only (Drop-down selection) Teacher Only Essential Guide: Pronunciation (Blue maning, syllabication, pronunciation, word origin, and part of speech and part of speech Student/Teacher Narrative 9781531126025 452 Essential Guide: Try It Out: Using a Dictionary 204 Student/Teacher Student/Teacher Narrative 9781531126025 453 Essential Guide: Pronunciation						<u>.</u>	9781531129088	385	Pronunciation Skills
202 Teacher Only (Drop-down selection) 203 Teacher Only (Drop-down selection) 203 Teacher Only (Drop-down selection) (2) Developing and sustaining foundational language skills: listening, syllabication, pronunciation, word origin, and thinking-vocabulary. The student (A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech Student/Teacher Narrative 9781531126025 452 Essential Guide: Pronunciation (Blue runnin Head) 204 Student/Teacher Student/Teacher Adivity 9781531126025 455 Discinary	198 199				Student/Teacher Teacher Only	(Drop-down selection) Narrative	9781531129088	385	Pronunciation Skills
203 Teacher Only (Drop-down selection) (2) Developing and sustaining foundational language skills: listening, sopeaking, reading, writing, and thinking-vocabulary. The student student is expected to: (A) use print or digital resources to determine 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) 204 205 Student/Teacher Activity 9781531126025 455 Essential Guide: Try It Out: Using a Discinary	198 199 200				Student/Teacher Teacher Only Teacher Only	(Drop-down selection) Narrative Activity	9781531129088	385	Pronucciation Skills
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Student/Teacher Activity 9781531126025 455 Essential Guide: Try It Out: Using a Dictionary 205 Student/Teacher Narrative 9781531126025 453 Essential Guide: Partial Pronunciation	198 199 200 201 202				Student/Teacher Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only	(Drop-down selection) Narrative Activity (Drop-down selection) (Drop-down selection)	9781531129088	385	Pronunciation Skills
Student/Teacher Narrative 9781531126025 453 Essential Guide: Partial Pronunciation	198 199 200 201 202 203	language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. The	meaning, syllabication, pronunciation, word origin,		Student/Teacher Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only	(Drop-down selection) Narrative Activity (Drop-down selection) (Drop-down selection) (Drop-down selection)			Pronunciation Skills
zuo	198 199 200 201 202 203 203	language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. The	meaning, syllabication, pronunciation, word origin,		Student/Teacher Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Student/Teacher	(Drop-down selection) Narrative Activity (Drop-down selection) (Drop-down selection) (Drop-down selection) Narrative	9781531126025	452	Pronunciation Skills Essential Guide: Pronunciation (Blue runin Head) Essential Guide: Try It Out: Using a
Student/Teacher Activity 9781531129088 385 Skbk: 385_Syllabification and Pronunciation Skills	198 199 200 201 202 203 203	language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. The	meaning, syllabication, pronunciation, word origin,		Student/Teacher Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Student/Teacher	(Drop-down selection) Narrative Activity (Drop-down selection) (Drop-down selection) (Drop-down selection) (Drop-down selection) Narrative Activity	9781531126025 9781531126025	452	Pronunciation Skills Essential Guide: Pronunciation (Blue runin Head) Essential Guide: Try It Out: Using a Dictionary
208 Student/Teacher (Drop-down selection)	198 199 200 201 202 203 204 204 205 206	language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. The	meaning, syllabication, pronunciation, word origin,		Student/Teacher Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Student/Teacher Student/Teacher Student/Teacher Student/Teacher	(Drop-down selection) Narrative Activity (Drop-down selection) (Drop-down selection) (Drop-down selection) (Drop-down selection) Narrative Activity Narrative Activity Activity	9781531126025 9781531126025 9781531126025	452 455 453	Pronunciation Skills Essential Guide: Pronunciation (Blue runin Head) Essential Guide: Try It Out: Using a Dictionary Essential Guide: Partial Pronunciation Key (table) Skbk: 385_Syllabification
	198 199 200 201 202 203 203 204 205 206 207	language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. The	meaning, syllabication, pronunciation, word origin,		Student/Teacher Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher	(Drop-down selection) Narrative Activity (Drop-down selection) (Drop-down selection) (Drop-down selection) (Drop-down selection) Narrative Activity Narrative Activity	9781531126025 9781531126025 9781531126025	452 455 453	Pronunciation Skills Essential Guide: Pronunciation (Blue runin Head) Essential Guide: Try It Out: Using a Dictionary Essential Guide: Partial Pronunciation Key (table) Skbk: 385_Syllabification
209 Teacher Only Narrative	198 199 200 201 202 203 203 204 205 206 207 208 209	language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	meaning, syllabication, pronunciation, word origin,		Student/Teacher Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Teacher Only	(Drop-down selection) Narrative Activity (Drop-down selection) (Drop-down selection) (Drop-down selection) (Drop-down selection) Narrative Activity Narrative Activity (Drop-down selection) Narrative	9781531126025 9781531126025 9781531126025	452 455 453	Pronunciation Skills Essential Guide: Pronunciation (Blue runin Head) Essential Guide: Try It Out: Using a Dictionary Essential Guide: Partial Pronunciation Key (table) Skbk: 385_Syllabification
	198 199 200 201 202 203 203 204 204 205 206 207 208	language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. The	meaning, syllabication, pronunciation, word origin,		Student/Teacher Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher	(Drop-down selection) Narrative Activity (Drop-down selection) (Drop-down selection) (Drop-down selection) (Drop-down selection) Narrative Activity Narrative Activity (Drop-down selection)	9781531126025 9781531126025 9781531126025	452 455 453	Pronunciation Skills Essential Guide: Pronunciation (Blue runin Head) Essential Guide: Try It Out: Using a Dictionary Essential Guide: Partial Pronunciation Key (table) Skik: 385_syllabification
209 Teacher Only Narrative	198 199 200 201 202 203 203 204 204 205 206 207 208 209	language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	meaning, syllabication, pronunciation, word origin,		Student/Teacher Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Teacher Only	(Drop-down selection) Narrative Activity (Drop-down selection) (Drop-down selection) (Drop-down selection) (Drop-down selection) Narrative Activity Narrative Activity (Drop-down selection) Narrative	9781531126025 9781531126025 9781531126025	452 455 453	Pronunciation Skills Essential Guide: Pronunciation (Blue runin Head) Essential Guide: Try It Out: Using a Dictionary Essential Guide: Partial Pronunciation Kay (table) Skbr: 335_syllabification

	А	В	C	D	E	F	G	Н
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
211]		Teacher Only Teacher Only Teacher Only	(Drop-down selection)			
212 213		<u>}</u>		Teacher Only	(Drop-down selection) (Drop-down selection)	{	ļ	Ļ
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)
214				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		1	;	Student/Teacher	(Drop-down selection)		}	
219		{		Teacher Only	Narrative	{	ļ	
220 221		{	·	Teacher Only Teacher Only	Activity (Drop-down selection)	<u> </u>	<u></u>	
222		{	÷	Teacher Only	(Drop-down selection)	{	{·····	
223		[Teacher Only Teacher Only	(Drop-down selection) (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)	}	ļ	
229 230		<u>}</u>		Teacher Only	Narrative Activity	<u>}</u>	<u>}</u>	
231				Teacher Only Teacher Only	Activity (Drop-down selection)	<u>}</u>		
232		}		Teacher Only	(Drop-down selection) (Drop-down selection)	}	<u></u>	
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)
235 236				Student/Teacher Student/Teacher	Activity Narrative	9781531127244 9781531127244	129 100 151	ConnSB: Question 5 ConnSB: Focus on
237		<u>}</u>		Student/Teacher	Activity	9781531127244		ConnSB: Question 2
238 239		<u>}</u>		Student/Teacher	Narrative	9781531127244	96	ConnSB: Making
239		******		Teacher Only Teacher Only	Narrative Activity	{	·	
241]	į	Teacher Only	(Drop-down selection)	}		
242		}		Teacher Only	(Drop-down selection)	}	<u>.</u>	
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

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13	Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Hyperlink to Location for Electronic Programs
248				Student/Teacher	(Drop-down selection)			
249		{	• •	Teacher Only	Narrative	{	3	
250		}		Teacher Only Teacher Only Teacher Only	Activity (Drop-down selection) (Drop-down selection)	}	<u> </u>	<u>;</u>
251		<u>{</u>		Teacher Only	(Drop-down selection)	{	<u>}</u>	
252		<u>}</u>		Teacher Only	(Drop-down selection)	<u>}</u>	<u> </u>	; /
253		}		Teacher Only	(Drop-down selection)	{	<u>}</u>	
254	(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
		{		Student/Teacher	Activity	9781531127244	146	ConnSB: Numbered
255		{		Student/reacher	Activity	5701551127244	140	activities Essential Guide: Greek Root (See first
256				Student/Teacher	Narrative	9781531126025	449	Essential Guide: Greek Root (See first column of the second table)
				Student/Teacher	Activity	9781531126025	450	Essential Guide: Try It Out: Using Greek and Latin Word
257 258		÷	\$	Student/Teacher	(Drop-down selection)	<u>{</u>	ş	Parts
258		}		Teacher Only	(Drop-down selection) Narrative	<u>}</u>	<u> </u>	
260		1		Teacher Only	Activity	1	1	
261		{	:	Teacher Only	(Drop-down selection)	{	3	
262		}	<u>;</u>	Teacher Only Teacher Only	(Drop-down selection)	}	<u> </u>	
263				Teacher Only	(Drop-down selection)	<u> </u>		
264	(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
265		}	<u>.</u>	·····	÷	}	<u> </u>	activities Essential Guide: Greek Root (See first
266				Student/Teacher	Narrative	9781531126025	449	column of the second table)
267				Student/Teacher	Activity	9781531126025	450	Essential Guide: Try It Out: Using Greek and Latin Word Parts
268		{		Student/Teacher Teacher Only Teacher Only	(Drop-down selection)	{	}	:
269		<u> </u>		Teacher Only	Narrative	{	<u>.</u>	: •
270		{		Teacher Only	Narrative Activity (Drop-down selection)	{	}	÷
271		}		Teacher Only	(Drop-down selection)	<u>}</u>	<u> </u>	
272 273		\$••••••••••••••••••••••••••••••••••••••	••••••••••••••••••••••••••••••••••••••	Teacher Only Teacher Only	(Drop-down selection) (Drop-down selection)			
274	(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
276				Student/Teacher	Narrative	9781531126025	449	Essential Guide: Greek Root (See first column of the second table)
277				Student/Teacher	Activity	9781531126025	450	Essential Guide: Try It Out: Using Greek and Latin Word Parts
278		<u>+</u>		Student/Teacher	(Drop-down selection)	<u>}</u>	<u>}</u>	· · · · · · · · · · · · · · · · · · ·
279				Student/Teacher Teacher Only	Narrative	}	*	
280		(Teacher Only	Activity	{	<u>.</u>	·
281		}		Teacher Only	(Drop-down selection)	}	<u> </u>	;
282		<u>}</u>		Teacher Only	(Drop-down selection)	<u> </u>	<u>}</u>	
283		1		Teacher Only	(Drop-down selection)	3	{	

	А	В	С	D	E	F	G	Н
13	Knowledge and Skills Statement	Student Expectation	Breakout	ltem Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
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 Essential Guide: Fix-up Strategies.
288 289				Student/Teacher	Narrative	9781531126025	438	Essential Guide: Fix-up Strategies. (Black D Head)
289		<u> </u>		Teacher Only Teacher Only	Narrative Activity	<u>}</u>		
290 291 292 293				Teacher Only Teacher Only Teacher Only Teacher Only	(Drop-down selection) (Drop-down selection) (Drop-down selection)			
	(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self- select text and read independently for a sustained period of time.	[A] self-select text and read independently for a sustained period of time	(i) self-select text	Student/Teacher	Narrative	9781531127244	465	ConnSB: Conduct Research
294 295				Student/Teacher	Activity	9781531127244	91	ConnSB: On Your Own: Integrating Ideas
295				Student/Teacher	Narrative	9781531127244	120	ConnSB: Gather and Evaluate Sources
297				Student/Teacher	Activity	9781531127244	239	ConnSB: On Your Own: Integrating Ideas
298 299				Student/Teacher Teacher Only	(Drop-down selection) Narrative			
300		{		Teacher Only	Activity	{		
301		1		Teacher Only	(Drop-down selection)	}		
302		{		Teacher Only	(Drop-down selection)	{		
303		{		Teacher Only	(Drop-down selection)	{		
	(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-	[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
304	select text and read independently for a sustained period of time.							
304 305				Student/Teacher	Activity	9781531127244	71	ConnSB: On Your Own: Integrating Ideas
Ĩ				Student/Teacher Student/Teacher	Activity Narrative	9781531127244 9781531127244	71 465	Integrating Ideas ConnSB: Conduct Research
305				Student/Teacher Student/Teacher	Narrative Activity	9781531127244 9781531127244	465 91	Integrating Ideas ConnSB: Conduct Research ConnSB: On Your Own: Integrating Ideas
305 306 307 308				Student/Teacher Student/Teacher Student/Teacher	Narrative Activity Activity	9781531127244	465	Integrating Ideas ConnSB: Conduct Research ConnSB: On Your Own:
305 306 307 308 309				Student/Teacher Student/Teacher Student/Teacher Teacher Only	Narrative Activity Activity Narrative	9781531127244 9781531127244	465 91	Integrating Ideas ConnSB: Conduct Research ConnSB: On Your Own: Integrating Ideas ConnSB: On Your Own:
305 306 307 308				Student/Teacher Student/Teacher Student/Teacher	Narrative Activity Activity	9781531127244 9781531127244	465 91	Integrating Ideas ConnSB: Conduct Research ConnSB: On Your Own: Integrating Ideas ConnSB: On Your Own:

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13	Knowledge and Skills Statement		Breakout	ltem Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
314	(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
				Student/Teacher	Activity	9781531127244	34	ConnSB: First Read:
315 316				Student/Teacher	Narrative	9781531126025	420	Analyzing Theme Essential Guide: Second paragraph
				Student/Teacher	Activity	9781531127244	10	ConnSB: First Read:
317						<u>}</u>	<u>}</u>	Making Inferences ConnSB: On Your Own:
318		}		Student/Teacher	Activity Narrative	9781531127244	149	Integrating Ideas
319 320				Teacher Only Teacher Only	Narrative Activity	<u>}</u>	<u>}</u>	
321]		Teacher Only	(Drop-down selection)	<u>}</u>	<u>.</u>	
322 323				Teacher Only Teacher Only	(Drop-down selection) (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
				Student/Teacher	Narrative	9781531127244	6	ConnSB: Read Re-read
326						9781531126025	421	and Read Again Essential Guide: Try It Out: Setting a
327		<u> </u>		Student/Teacher	Activity	<u>}</u>	\$	Purpose for Reading
328 329				Student/Teacher Teacher Only	Activity Narrative	9781531127244	49	ConnSB: Activity 2
330 331				Teacher Only	Activity	Ş	ļ	
332				Teacher Only Teacher Only	(Drop-down selection) (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
338		<u>{</u>		Student/Teacher	Activity	9781531127244	53	and Reading a Text ConnSB: Instructions/ Activity
339 340				Teacher Only Teacher Only	Narrative Activity	<u>.</u>	}	
341		<u>}</u>		Teacher Only Teacher Only	(Drop-down selection)	(
342 343				Teacher Only Teacher Only	(Drop-down selection) (Drop-down selection)	<u>.</u>	}	
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

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	A	D	<u> </u>				6	Specific Location or
	Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Hyperlink to Location for
13	g							Electronic Programs
						}	1	Essential Guide: Tables that cover
				Student/Teacher	Narrative	9781531126025	428-429	argumentative writing,
346		}				}	\$	narrative texts, and poetry
				Student/Teacher	Activity	9781531127244	97	ConnSB: First Read:
347		}				{· • • • • • • • • • • • • • • • • • • •	ş	Defining Terms ConnSB: Gather
348				Student/Teacher	Narrative	9781531127244	247	Information
349				Teacher Only	Narrative			
350				Teacher Only	Activity (Drop-down selection)			
351				Teacher Only	(Drop-down selection)	}	}	
352 353			•	Teacher Only Teacher Only	(Drop-down selection) (Drop-down selection)	}	{·····	
333				Teacher only	(blop-down sciection)			
	(5) Comprehension skills: listening, speaking,					}		
	reading, writing, and thinking using multiple texts.	(B) generate questions about text before, during,				}	\$	
	The student uses metacognitive skills to both develop and deepen comprehension of	and after reading to deepen understanding and	 (iii) generate questions about text after reading to deepen understanding 	Student/Teacher	Narrative	9781531127244	6	ConnSB: Read, Reread, and Read again
	increasingly complex texts. The student is	gain information	deepen understanding			{		anu Reau again
	expected to:					{		
354		ļ			;	<u> </u>	<u> </u>	
255				Student/Teacher	Activity	9781531126025	440	Essential Guide: Try It Out: Asking
355		<u>+</u>			<u></u>	}	{	Questions After Reading Essential Guide: Focused Re-reading
356				Student/Teacher	Narrative	9781531126025	431	(table)
357		•		Student/Teacher	Activity	9781531127244	100	(table) ConnSB: First Response
358		j	÷	Student/Teacher	Activity	9781531127244	204	ConnSB: First Response
359				Teacher Only	Narrative	}		
360				Teacher Only	Activity	}		
361				Teacher Only Teacher Only	(Drop-down selection) (Drop-down selection)	}	<u> </u>	÷
363				Teacher Only	(Drop-down selection)	}	{	
254	(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
364						}		ConnSB: Top of page
365				Student/Teacher	Activity	9781531127244	249	activity
366				Student/Teacher	Narrative	9781531126025	425	Essential Guide: Questions to engage prior knowledge include (Black D Head)
				Student/Teacher	Activity	9781531126025	426	Essential Guide: Try It Out: Previewing
367					Addinity	5701051120020	+20	and Reading a Text ConnSB: Gather
368				Student/Teacher	Narrative	9781531127244	247	ConnSB: Gather Information
368				Teacher Only	Narrative	<u>}</u>		
370		[Teacher Only	Activity	{	<u> </u>	
371				Teacher Only	(Drop-down selection)	<u> </u>	}	
372 373				Teacher Only Teacher Only	(Drop-down selection) (Drop-down selection)	{		
373	(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(B) generate questions about text before, during, and after reading to deepen understanding and gain information	(v) generate questions about text during reading to gain information	Student/Teacher	(Drop-down selection)	9781531127244	6	ConnSB: Read Re-read and Read Again
		}			÷	}	<u> </u>	ConnSB: First Read:
				Student/Teacher	Activity	9781531127244	175	Supporting an Analysis
375		<u>{</u>				{	<u></u>	with Evidence
376				Student/Teacher	Narrative	9781531126025	428-429	argumentative writing, narrative texts, and poetry
				Student/Teacher	Activity	9781531127244	97	ConnSB: First Read:
377		}	<u>.</u>			{·····	ş	Defining Terms ConnSB: Gather
378				Student/Teacher	Narrative	9781531127244	247	Information
379				Teacher Only	Narrative	<u> </u>		

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	Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Hyperlink to Location for
13					<u>.</u>	<u>.</u>		Electronic Programs
380		<u> </u>		Teacher Only	Activity	{	}	
381 382		<u></u>		Teacher Only Teacher Only	(Drop-down selection)	}	}	
382				Teacher Only Teacher Only	(Drop-down selection) (Drop-down selection)	}	\$	÷
505				reacher only	(blop-down selection)	{	}	
	(5) Comprehension skills: listening, speaking,					}	}	
	reading, writing, and thinking using multiple texts.	(B) generate questions about text before, during,				{	}	
	The student uses metacognitive skills to both develop and deepen comprehension of	and after reading to deepen understanding and	 (vi) generate questions about text after reading to gain information 	Student/Teacher	Narrative	9781531127244	6	ConnSB: Read, Reread, and Read again
	increasingly complex texts. The student is	gain information	gain momation				\$	anu Reau again
	expected to:					}	}	
384		}				{	}	
		\$		Student/Teacher	Activity	9781531126025	440	Essential Guide: Try It Out: Asking
385		<u>{</u>				<u>}</u>	<u>}</u>	Questions After Reading Essential Guide: Focused Re-reading
386				Student/Teacher	Narrative	9781531126025	431	<i></i>
387				Student/Teacher	Activity	9781531127244	100	(table) ConnSB: First Response ConnSB: First Response
388				Student/Teacher Student/Teacher	Activity Activity	9781531127244	204	ConnSB: First Response
389		}		Teacher Only	Narrative	}	{	
390		{		Teacher Only	Activity	{	<u>.</u>	
391 392		<u>{</u>		Teacher Only Teacher Only	(Drop-down selection)	<u> </u>	<u> </u>	
393		•		Teacher Only Teacher Only	(Drop-down selection) (Drop-down selection)	}	÷	
					(=====	}	Ś	
	(5) Comprehension skills: listening, speaking,	}				}		
	reading, writing, and thinking using multiple texts.	(C) make [and] correct or confirm predictions using				{		Essential Guide: Preview Text
	The student uses metacognitive skills to both develop and deepen comprehension of	text features, characteristics of genre, and	(i) make predictions using text features	Student/Teacher	Narrative	9781531126025	421	Features, Structure, and
	increasingly complex texts. The student is	structures					1	Genre (Black B_head)
	expected to:					}		
394		}				{	{	
		1		. .				ConnSB: First Read:
395		1		Student/Teacher	Activity	9781531127244	10	Making Inferences: Objective
333					<u>.</u>	{ {	}	Essential Guide: Preview Text
				Student/Teacher	Narrative	9781531126025	426	Features, Structure, and
396					<u>.</u>	}	<u> </u>	Genre (Black B_head)
						{	}	ConnSB: Focus on
		}		Student/Teacher	Activity	9781531127244	395	Understanding Dramatic
397		<u>}</u>			<u></u>	}		Effect
398 399		4		Student/Teacher Teacher Only	(Drop-down selection) Narrative	{	<u>}</u>	
400				Teacher Only	Activity	}	<u> </u>	
401		{		Teacher Only	(Drop-down selection)	{	}	• •
402		}		Teacher Only	(Drop-down selection)		{	
403				Teacher Only	(Drop-down selection)	}	}	
	(E) Comprehension skills, listening, on					{		
	(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.					{		
	The student uses metacognitive skills to both	(C) make [and] correct or confirm predictions using		o	N <i>I</i>		100	ConnSB: Focus on
	develop and deepen comprehension of	text features, characteristics of genre, and structures	(ii) make predictions using characteristics of genre	Student/Teacher	Narrative	9781531127244	429	Analyzing Structure
	increasingly complex texts. The student is					}		
404	expected to:					{	}	
404		•				}		ConnSB: First Read:
				Student/Teacher	Activity	9781531127244	385	Analyzing Characters'
405		Į				<u> </u>	{	Motivations: Objective
				Student/Teacher	Narrative	9781531126025	422	Esential Guide: Text Structure (Blue
406		-{			÷	}	<u> </u>	runin Head)
407				Student/Teacher	Activity	9781531126025	426	Essential Guide: Try It Out: Previewing and Reading a Text
407		<u>}</u>		Student/Teacher	(Dron-down selection)	<u>}</u>	<u> </u>	
408				Student/Teacher Teacher Only	(Drop-down selection) Narrative	}	<u>.</u>	
410				Teacher Only	Activity		[
411		<u>.</u>		Teacher Only	(Drop-down selection)	{		
412				Teacher Only	(Drop-down selection)	}	{	
413		1		Teacher Only	(Drop-down selection)	1	\$	

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13	Knowledge and Skills Statement	Student Expectation	Breakout	ltem Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
414	(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
415				Student/Teacher	Activity	9781531127244	385	ConnSB: First Read: Analyzing Characters' Motivations: Objective
416				Student/Teacher	Narrative	9781531126025	422	Essential Guide: Text Structure (Blue runin Head)
417				Student/Teacher	Activity	9781531126025	426	Essential Guide: Try It Out: Previewing and Reading a Text
418		{		Student/Teacher	(Drop-down selection)	{······	}	
419		}		Teacher Only	Narrative	}	{	
420		{		Teacher Only	Activity	{	}	į
421		{		Teacher Only	(Drop-down selection)	{	}	}
422		}		Teacher Only	(Drop-down selection)	}	{	:
423				Teacher Only	(Drop-down selection)	}		
424	(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
425				Student/Teacher	Activity	9781531127244	10	ConnSB: First Read: Making Inferences: Objective Escential Quide: Proving Text
426				Student/Teacher	Narrative	9781531126025	421	Features, Structure, and Genre (Black B, bead)
427				Student/Teacher	Activity	9781531126025	426	Essential Guide: Try It Out: Previewing and Reading a Text
428		}		Student/Teacher	(Drop-down selection)	}	}	:
429		}		Teacher Only	(Drop-down selection)	}	<u>.</u>	
430 431		{		Teacher Only	Activity	{		÷
432		}		Teacher Only	(Drop-down selection) (Drop-down selection)	<u>}</u>	<u></u>	
433				Teacher Only	(Drop-down selection)	1		
434	(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)
435				Student/Teacher	Activity	9781531127244	200	ConnSB: First Read: Analyzing an Incident#in a Novel: Objective
436				Student/Teacher	Narrative	9781531126025	149	Essential Guide: Genres: Fiction, Poetry, Drama and Nonfiction
437				Student/Teacher	Activity	9781531127244	385	ConnSB: First Read: Analyzing Characters' Motivations
438		{		Student/Teacher	(Drop-down selection)	{	}	i
439		{		Teacher Only	Narrative	{	}	
440		}		Teacher Only	Activity		į.	
441				Teacher Only	(Drop-down selection)		}	
442		Į		Teacher Only	(Drop-down selection)	Į		
443		}		Teacher Only	(Drop-down selection)	}		

A B C D E F G 13 Knowledge and Skills Statement Student Expectation Breakout Item Type Citation Type Component ISBN Page (s) 13 (6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of noneasingly complex texts. The student is expected to: (C) make [and] correct or confirm predictions using structures Student/Teacher Narrative 9781531127244 429 444	Specific Location or Hyperlink to Location for Electronic Programs ConnSB: Focus on Analyzing Structure ConnSB: First Read: Analyzing Characters' Motivations: Objective
13	Hyperlink to Location for Electronic Programs ConnSB: Focus on Analyzing Structure ConnSB: First Read: Analyzing Characters' Motivations: Objective
13 (5) Comprehension skills: listening, speaking, reading, writing 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 tructures Student/Teacher Narrative 9781531127244 429 444 (i) Correct or confirm predictions using structures Student/Teacher Narrative 9781531127244 429 444 (i) Correct or confirm predictions using structures Student/Teacher Activity 9781531127244 385 444 (i) Correct or confirm predictions using structures Student/Teacher Narrative 9781531127244 385 444 (ii) Correct or confirm predictions using structures Student/Teacher Narrative 9781531127244 385 445 (iii) Correct or confirm predictions using structures Student/Teacher Narrative 9781531126025 422 446 (iii) Correct or confirm predictions Student/Teacher Narrative 9781531126025 422 447 (iii) Correct or confirm predictions Student/Teacher Orop-down selection) (iiii) Correct or confirm predictions Student/Teacher Narrative 22 447 (iiii) Correct	Electronic Programs ConnSB: Focus on Analyzing Structure ConnSB: First Read: Analyzing Characters' Motivations: Objective
(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 structures Student/Teacher Narrative 9781531127244 429 444	ConnSB: Focus on Analyzing Structure ConnSB: First Read: Analyzing Characters' Motivations: Objective
reading, writing, and thinking using multiple texts. The student uses metacognitive skils to both develop and deepen comprehension of increasingly complex texts. The student is expected to: (C) make [and] correct or confirm predictions using structures Student/Teacher Narrative 9781531127244 429 444 (vi) correct or confirm predictions using structures Student/Teacher Narrative 9781531127244 429 444 (vi) correct or confirm predictions using structures Student/Teacher Narrative 9781531127244 429 444 (vi) correct or confirm predictions using structures Student/Teacher Activity 9781531127244 429 444 (vi) correct or confirm predictions using structures Student/Teacher Narrative 9781531127244 385 445 (vi) correct or confirm predictions using structures Student/Teacher Narrative 9781531126025 422 447 (vi) correct or confirm predictions Student/Teacher Activity 9781531126025 426 448 (vi) correct or confirm predictions Student/Teacher (Drog-down selection) (Drog-do	Analyzing Structure ConnSB: First Read: Analyzing Characters' Motivations: Objective
The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: CU make [and] correct or confirm predictions using structures Student/Teacher Narrative 9781531127244 429 444 444 Student/Teacher Narrative 9781531127244 429 429 429 440 385	Analyzing Structure ConnSB: First Read: Analyzing Characters' Motivations: Objective
develop and deepen comprehension of increasingly complex texts. The student is expected to: Lext relatives, characteristics of genre, and structures (vi) correct or contirm predictions using structures Student/ leacher Narrative 9781531127244 429 444 444 Student/Teacher Activity 9781531127244 385 445 Student/Teacher Activity 9781531127244 385 446 Student/Teacher Narrative 9781531126025 422 447 Student/Teacher Narrative 9781531126025 426 448 Student/Teacher Activity 9781531126025 426 449 Student/Teacher Activity 9781531126025 426 449 Teacher Only Narrative 9781531126025 426 450 Teacher Only Narrative 9781531126025 426	Analyzing Structure ConnSB: First Read: Analyzing Characters' Motivations: Objective
increasingly complex texts. The student is expected to: structures	ConnSB: First Read: Analyzing Characters' Motivations: Objective
444 Image: Constraint of the sector of the sec	Analyzing Characters' Motivations: Objective
445 Student/Teacher Activity 9781531127244 385 445 Student/Teacher Narrative 9781531126025 422 446 Student/Teacher Narrative 9781531126025 422 447 Student/Teacher Activity 9781531126025 426 448 Student/Teacher Orop-down selection) 426 449 Teacher Only Narrative 426 450 Teacher Only Activity 9781531126025 426	Analyzing Characters' Motivations: Objective
445 Narrative 9781531126025 422 446 Student/Teacher Narrative 9781531126025 422 447 Student/Teacher Activity 9781531126025 426 448 Student/Teacher (Drop-down selection) 426 449 Teacher Only Narrative 426 450 Teacher Only Narrative 426 451 Teacher Only ODrop-down selection) 426	Analyzing Characters' Motivations: Objective
445 Narrative 9781531126025 422 446 Student/Teacher Narrative 9781531126025 422 447 Student/Teacher Activity 9781531126025 426 448 Student/Teacher (Drop-down selection) 426 449 Teacher Only Narrative 426 450 Teacher Only Activity 9781531126025 426	Motivations: Objective
446 Activity 9781531126025 426 447 Student/Teacher Activity 9781531126025 426 448 Student/Teacher (Drop-down selection) 429 449 Teacher Only Narrative 426 450 Teacher Only Activity 9781531126025 451 Teacher Only Activity 426	
446 Activity 9781531126025 426 447 Student/Teacher Activity 9781531126025 426 448 Student/Teacher (Drop-down selection) 429 449 Teacher Only Narrative 426 450 Teacher Only Activity 9781531126025 451 Teacher Only Activity 426	Essential Guide: Text Structure (Blue
447 Student/Teacher (Drop-down selection) 448 Teacher Only Narrative 449 Teacher Only Narrative 450 Teacher Only Activity 451 Teacher Only Drop-down selection)	runin Head)
448 Student/Teacher (Drop-down selection) 449 Teacher Only Narrative 450 Teacher Only Activity 451 Teacher Only Drop-down selection)	Essential Guide: Try It Out: Previewing and Reading a Text
449 Teacher Only Narative 450 Teacher Only Activity 451 Teacher Only Drog-down selection)	
450 Teacher Only Activity 451 Teacher Only (Drop-down selection)	
451 Leacher Only (Drop-down selection) 452 Teacher Only (Drop-down selection) 453 Teacher Only (Drop-down selection)	<u></u>
452 reduce Only (Dippdown seedorin)	
(5) Comprehension skills: listening, speaking,	
reading, writing, and thinking using multiple texts. The evident user enterpresitive with the het het with the set of the	ConnSB: Focus on
The student uses metacognitive skills to both deepen comprehension of understanding (D) create mental images to deepen understanding (i) create mental images to deepen understanding Student/Teacher Narrative 9781531127244 61	Analyzing Allusions
increasingly complex texts. The student is	
expected to:	
454	Oran OD: First Danada
Student/Teacher Activity 9781531127244 34	ConnSB: First Read: Analyzing Theme:
	Objective Essential Guide: Last checkmark
455 456 Student/Teacher Narrative 9781531126025 425	
Student/Teacher Activity 9781531126025 426	Essential Guide: Try It Out: Previewing
	and Reading a Text
458 Student/Teacher Narrative 9781531126025 420 459 Teacher Only Narrative 9781531126025 420	Essential Guide: first bullet point
460 Teacher Only Activity	<u></u>
461 Teacher Only (Drop-down selection)	
462 Teacher Only (Drop-down selection) 463 Teacher Only (Drop-down selection)	
(5) Comprehension skills: listening, speaking,	
reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both (E) make connections to personal experiences,	ConnSB: Preview
develop and deepen comprehension of deas in other texts, and society (i) make connections to personal experiences. Student/Teacher Narrative 9781531127244 32	Concepts
increasingly complex texts. The student is	
expected to:	
464	ConnSB: Preview
465 Student/Teacher Activity 9781531127244 53	Concepts
	Essential Guide: Use Your Prior
Student/Teacher Narrative 9781531126025 424	Knowledge (Black
466	B head) ConnSB: Preview
467 Student/Teacher Activity 9781531127244 8	Concepts
PhydraphTeenber Newstine 07045914927044 100	ConnSB: Making
468 Student/Teacher Narrative 9781531127244 199	Connections
469 Teacher Only Narrative 470 Teacher Only Activity	
470 Teacher Only Activity 471 Teacher Only (Drop-down selection)	
472 Teacher Only (Drop-down selection)	
473 Teacher Only (Drop-down selection)	
(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.	
The student uses metacognitive skills to both (F) make connections to personal experiences	
	Essential Guide: Ways to Connect
develop and deepen comprehension of ideas in other texts, and society (ii) make connections to ideas in other texts Student/ leacner Narrative 9781531126025 439	
develop and deepen comprehension of ideas in other texts, and society (ii) make connections to ideas in other texts Student/ leacher Narrative 9781531126025 439	
develop and deepen comprehension of ideas in other texts, and society (ii) make connections to ideas in other texts Student/ leacher Narrative 9781531126025 439 expected to:	
develop and deepen comprehension of ideas in other texts, and society (II) make connections to ideas in other texts Student/leacner Narrative 9781531126025 439	ConnSB: Write

13 477 478 479 480 481 482 483	A Knowledge and Skills Statement	Student Expectation	Breakout	D			G	Specific Location or
13 477 478 479 480 481 482 483	Knowledge and Skills Statement	Student Expectation	Breakout	Marian Transa				
477 478 479 480 481 482 483				Item Type	Citation Type	Component ISBN	Page (s)	Hyperlink to Location for
478 479 480 481 482 483								Electronic Programs
479 480 481 482 483				Student/Teacher	Activity	9781531127244	475	ConnSB: Writing Prompt
479 480 481 482 483				o	N 6	0704504407044		ConnSB: Second Read:
479 480 481 482 483				Student/Teacher	Narrative	9781531127244	207	Interpreting an Allusion#to Another Text
480 481 482 483				Teacher Only	Narrative			
482				Teacher Only	Activity			
483				Teacher Only	(Drop-down selection)			
				Teacher Only Teacher Only	(Drop-down selection) (Drop-down selection)			
				Teacher Only	(Diop-down selection)			
484	(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)
				Student/Teacher	Activity	9781531127244	9	ConnSB: Making
485 486				Student/Teacher	Narrative	9781531126025	439	Connections Essential Guide: Ways to Connect
486		<u></u>		Student/Teacher		9781531126025	439 131	ConnSB: Writing Prompt
+0/					Activity	ç ;		ConnSB: Speak and
488				Student/Teacher	Activity	9781531127244	283	Listen
489				Teacher Only	Narrative			
490 491				Teacher Only	Activity			
491				Teacher Only Teacher Only	(Drop-down selection) (Drop-down selection)			
493				Teacher Only	(Drop-down selection)			
	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
495				Student/Teacher	Activity	9781531127244	18	ConnSB: Focus on Making Inferences
496				Student/Teacher	Narrative	9781531127244	340	ConnSB: Focus on Making Inferences
497				Student/Teacher Student/Teacher	Activity	9781531127244	20	ConnSB: Write
498 499				Student/Teacher	(Drop-down selection)			
500				Teacher Only Teacher Only	Narrative Activity			
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
505				Student/Teacher	Activity	9781531127244	18	ConnSB: Focus on Making Inferences
506				Student/Teacher	Narrative	9781531127244	162	ConnSB: Second Read: Supporting an
506 507				Student/Teacher	Activity	9781531127244	20	Analysis#with Evidence ConnSB: Write
ľ				Student/Teacher	Narrative	9781531126025	431	Essential Guide: Look for Textual
508 509				Teacher Only				Evidence
509 510				Teacher Only Teacher Only	Narrative Activity			
511				Teacher Only	(Drop-down selection)			
				Teacher Only	(Drop-down selection)			
512 513				Teacher Only	(Drop-down selection)			

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13	A Knowledge and Skills Statement	B Student Expectation	Breakout	Item Type	Citation Type	F Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
514	(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
515				Student/Teacher	Activity	9781531127244	63	ConnSB: Focus on Analyzing Authors' Points of View
516				Student/Teacher	Narrative	9781531127244	448	ConnSB: Focus on Determining Central Idea and#Supporting Details
517]		Student/Teacher	Activity	9781531127244	450	ConnSB: Write
				Student/Teacher	Activity	9781531127244	72	ConnSB: Connect to
518 519		}		Teacher Only	Narrative	}		Testing
520		}		Teacher Only	Activity	}	<u>.</u>	
521				Teacher Only	(Drop-down selection)		{	
522]		Teacher Only Teacher Only	(Drop-down selection)			
523				Teacher Only	(Drop-down selection)	}		
524	(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
525		}		Student/Teacher	Activity	9781531127244	43	ConnSB: Chart
526		{		Student/Teacher	Narrative	9781531127244	118	ConnSB: First paragraph
527				Student/Teacher	Activity	9781531127244	45	ConnSB: Speak and Listen
528				Student/Teacher	Activity	9781531127244	104	ConnSB: Third Read: Analyzing Conflicting Information
529		}		Teacher Only	Narrative	}	<u> </u>	
530 531		}		Teacher Only Teacher Only	Activity (Drop-down selection)	}	<u>}</u>	
532		1		Teacher Only	(Drop-down selection)			;
533		{		Teacher Only	(Drop-down selection)	{	}	
534	(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
				Student/Teacher	Activity	9781531127244	160	ConnSB: Speak and
535 536				Student/Teacher	Narrative	9781531126025	438	Listen Essential Guide: Monitoring Comprehension (Blue runin Head)
537				Student/Teacher	Activity	9781531126025	429	Essential Guide: Try It Out: Previewing and Reading a Text
538		<u>}</u>		Student/Teacher	(Drop-down selection)	<u>}</u>	<u></u>	
539 540		}		Teacher Only Teacher Only	Narrative Activity	}	<u>.</u>	
541		<u>}</u>		Teacher Only Teacher Only	(Drop-down selection)	{	1	•
542		{		Teacher Only	(Drop-down selection)	[}	
543	(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/leacher	(Drop-down selection) Narrative	9781531127244	155	ConnSB: First paragraph ConnSB: Speak and
545		<u>}</u>		Student/Teacher	Activity	9781531127244	160	Listen
-								

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	Α	В	C	D	E	г Г	G	Specific Location or
	Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Hyperlink to Location for
13								Electronic Programs Essential Guide: Monitoring
546				Student/Teacher	Narrative	9781531126025	438	Comprehension (Blue
547				Student/Teacher	Activity	9781531126025	429	Essential Guide: Try It Out: Previewing and Reading a Text
548			,	Student/Teacher	(Drop-down selection)	}	\$	
549		}		Student/Teacher Teacher Only	(Drop-down selection) Narrative	}	<u>}</u>	
550		{		Teacher Only Teacher Only Teacher Only Teacher Only	Activity	<u> </u>	Į	
551		<u>.</u>		Teacher Only	(Drop-down selection)	}		
552 553				Teacher Only	(Drop-down selection) (Drop-down selection)	}	<u> </u>	
555				Teacher Only	(Diop-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)
				Student/Teacher	Activity	9781531126025	429	Essential Guide: Try It Out: Previewing and Reading a Text; Bullet
555 556		}		Student/Teacher	Narrative	9781531126025	425	point 3 Essential Guide: K-W-L Chart (table)
330			\$	Student/Teacher	Narrative	{	2	Essential Guide: Try It Out: Asking
557				Student/Teacher	Activity	9781531126025	440	Questions After Reading
558]	\	Student/Teacher	Activity	9781531127244	28	ConnSB: Activity 3
559				Teacher Only	Narrative			
560		}		Teacher Only	Activity	}	<u> </u>	
561 562		<u>}</u>		Teacher Only Teacher Only	(Drop-down selection) (Drop-down selection)	}		
562				Teacher Only	(Drop-down selection)	<u>}</u>	\$	
505				Teacher Only	(Diop-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
				Student/Teacher	Narrative	9781531127244	105	ConnSB: Focus on Analyzing Conflicting
566		<u> </u>			<u>;</u>	{	<u>}</u>	Information
567		<u>}</u>		Student/Teacher	Activity	9781531127244	106-107	ConnSB: Questions Essential Guide: Responding to
				Student/Teacher	Narrative	9781531126025	150	Essential Guide: Responding to
568 569				Toochor Only	Narrative	}	<u>}</u>	Literature (Black B_head)
570				Teacher Only Teacher Only	Activity	}		
571		[Teacher Only	(Drop-down selection)		}	
572				Teacher Only	(Drop-down selection)			
573				Teacher Only	(Drop-down selection)	{	<u> </u>	
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
1		}	·	Student/Teacher	Narrative	9781531127244	375	ConnSB: Third Read: Comparing Themes
576			1					
576 577				Student/Teacher	Activity	9781531127244	313	ConnSB: Write
577				Student/Teacher	Activity	9781531127244 9781531126025	313 150	ConnSB: Write Essential Guide: Responding to
577 578				Student/Teacher	Narrative	9781531127244 9781531126025	313 150	ConnSB: Write
577 578 579				Student/Teacher Teacher Only	Narrative Narrative	5		ConnSB: Write Essential Guide: Responding to
577 578 579 580				Student/Teacher Teacher Only Teacher Only	Narrative Narrative Activity	5		ConnSB: Write Essential Guide: Responding to
577 578 579				Student/Teacher Teacher Only	Narrative Narrative	5		ConnSB: Write Essential Guide: Responding to

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	Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for
13								Electronic Programs
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		<u>.</u>		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
588				Student/Teacher	Narrative	9781531126025	431	Essential Guide: Look for Texual Evidence text and chart
589				Teacher Only	Narrative			
590 591				Teacher Only Teacher Only	Activity (Drop-down selection)			
592				Teacher Only	(Drop-down selection)	[<u></u>	
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
507				Student/Teacher	Activity	9781531127244	72	ConnSB: Question 2, Part
<u>597</u> 598				Student/Teacher	Narrative	9781531126025	441	Essential Guide: Examples of Using Textual Evidence in an Informational Report (Black D Head)
599				Teacher Only	Narrative			
600 601				Teacher Only Teacher Only	Activity (Drop-down selection)			
602 603				Teacher Only Teacher Only Teacher Only	(Drop-down selection) (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	(Didp-down selection)	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 ConnSB: Question 2. Part
608		Į		Student/Teacher	Activity	9781531127244	72	B
609 610				Teacher Only Teacher Only	Narrative Activity			
611]		Teacher Only	(Drop-down selection)			
612 613				Teacher Only Teacher Only	(Drop-down selection) (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		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		<u>}</u>		Student/Teacher	Activity	9781531127244	64	ConnSB: Write
619 620				Teacher Only Teacher Only	Narrative Activity			
621		1		Teacher Only	(Drop-down selection)			

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	Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Hyperlink to Location for
13						<u>.</u>	ļ	Electronic Programs
622 623				Teacher Only Teacher Only	(Drop-down selection) (Drop-down selection)	}	<u> </u>	
025				Teacher only	(biop-down selection)		}	
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
				Student/Teacher	Narrative	9781531127244	165	ConnSB: Focus on
626						}	<u>}</u>	Summarizing Fiction ConnSB: Graphic
627				Student/Teacher	Activity	9781531127244	310	organizer
628				Student/Teacher	Activity	9781531127244	64	ConnSB: Write
629 630				Teacher Only Teacher Only	Narrative Activity	<u> </u>	}	
631					(Drop-down selection)			
632				Teacher Only Teacher Only	(Drop-down selection) (Drop-down selection)	}	<u>.</u>	
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
				Student/Teacher	Narrative	9781531127244	464	ConnSB: Conduct
636						}	<u></u>	Research ConnSB: Speak and
637				Student/Teacher	Activity	9781531127244	64	Listen
638				Student/Teacher	Activity	9781531127244	291	ConnSB: First Read: How Dialogue Reveals Character: Objective
639 640				Teacher Only	Narrative	}	<u> </u>	
641		•••••••••••••••••••••••••••••••••••••••		Teacher Only	Activity (Drop-down selection)	}		
642				Teacher Only	(Drop-down selection)	{	Į	
643				Teacher Only	(Drop-down selection)	<u> </u>	<u>}</u>	
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		<u>}</u>		Student/Teacher	Activity	9781531127244	287	ConnSB: Question 4
		}		Student/Teacher	Narrative	9781531126025	447	Essential Guide: Root Words, Prefixes,
648 649				Teacher Only	Narrative	{	}	and Suffixes
650				Teacher Only	Activity	f		
651		{		Teacher Only	Activity (Drop-down selection)	{	<u>}</u>	
652 653				Teacher Only Teacher Only	(Drop-down selection) (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
				Student/Teacher	Activity	9781531127244	101	ConnSB: Speak and
655				Student/Teacher	Narrative	9781531127244	162	Listen ConnSB: Second Read: Supporting an Analysis#with Evidence

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	~					, 	<u> </u>	Specific Location or
	Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Hyperlink to Location for
12	Kilowieuge and Skilis Statement		Dieakout	item type	Citation Type	Component ISBN	rage (s)	Electronic Programs
13		<u>}</u>				}		ConnSB: Speak and
657				Student/Teacher	Activity	9781531127244	165	Listen
037		}		0. I UT I			85	ConnSB: Speak and
658		}		Student/Teacher	Activity	9781531127244	85	Listen
659		}		Teacher Only	Narrative	}	}	
660		<u> </u>		Teacher Only	Activity	{	Į	
661		}		Teacher Only	(Drop-down selection)	}		
662 663		}		Teacher Only Teacher Only	(Drop-down selection) (Drop-down selection)	}	<u>{</u>	
005				Teacher Only	(DIOD-dOWIT Selection)			
	(6) Response skills: listening, speaking, reading,	{				{	}	:
	writing, and thinking using multiple texts. The	(C) discuss and write about the surficit as implicit				{	}	
	student responds to an increasingly challenging	(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
	variety of sources that are read, heard, or viewed.	meanings of text	lexi			{	1	
	The student is expected to:	}				}	\$	
664 665		{		Student/Teacher	Activity	0791531127244	19	ConnSB: chort
005		<u>+</u>		Student/Teacher	Activity	9781531127244	18	ConnSB: chart ConnSB: Final two
666		}		Student/Teacher	Narrative	9781531127244	20	paragraphs
667		{ 	;;	Student/Teacher	Activity	9781531127244	22	ConnSB: Write
668		1		Student/Teacher	Activity	9781531127244	20	ConnSB: Write
669		}		Teacher Only	Narrative	}	{	
670		<u>.</u>		Teacher Only	Activity	<u>}</u>		
671		}		Teacher Only	(Drop-down selection)	{	<u> </u>	
672 673		}		Teacher Only Teacher Only	(Drop-down selection)	}	}	÷
673		}		Teacher Only	(Drop-down selection)	}	<u>.</u>	
	(6) Response skills: listening, speaking, reading,					}		
	writing, and thinking using multiple texts. The	{				{	}	
	student responds to an increasingly challenging	(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
	variety of sources that are read, heard, or viewed.	register, vocabulary, tone, and voice	legister			}		
	The student is expected to:					}		
674		}				<i></i>	\$	ConnSB: bullet point in
675		}		Student/Teacher	Activity	9781531127244	418	Rubric
075		{				{	·····	ConnSB: Language:
676		}		Student/Teacher	Narrative	9781531127244	297	Nonstandard verbs
		}	,			0704504407044	435	ConnSB: Expectations for
677		}		Student/Teacher	Activity	9781531127244	435	Discussion
		}				}	{	ConnSB: Writing
		}		Student/Teacher	Activity	9781531127244	364	Conventions: standard
678 679		{		Taaabas Only	Narrative	{	<u>}</u>	English
680		*		Teacher Only Teacher Only	Activity	{	}	*
681		}		Teacher Only Teacher Only Teacher Only	(Drop-down selection)	}	{	
682		<u> </u>		Teacher Only	(Drop-down selection) (Drop-down selection)	{	1	
683]		Teacher Only	(Drop-down selection)	}		
1	(6) Response skills: listening, speaking, reading,	1				{	1	
1	writing, and thinking using multiple texts. The student responds to an increasingly challenging	(H) respond orally or in writing with appropriate	(ii) respond orally or in writing with appropriate	Student/Teacher	Narrative	9781531127244	100	ConnSB: Focus on
1	variety of sources that are read, heard, or viewed.	register, vocabulary, tone, and voice	vocabulary		incliduve	5.01001121244		Defining Terms
1	The student is expected to:	1				{	}	: I
684		{				{	<u> </u>	
		[Student/Teacher	Activity	9781531127244	101	ConnSB: Speak and
685		{			nouvry		\	Listen
		}		Ctudent/Transfer	North	0701531100005	456	Essential Guide: Words That
686		}		Student/Teacher	Narrative	9781531126025	400	Communicate Clearly (Blue A Head)
080		+				<u>}</u>	\$	(Blue A Head) ConnSB: Speak and
687		}	i	Student/Teacher	Activity	9781531127244	41	Listen
007		<u>{</u>				<u>{</u>	} 	ConnSB: Second Peer
688		}		Student/Teacher	Narrative	9781531127244	354	Review
689]		Teacher Only	Narrative	}	3	
690		ļ		Teacher Only	Activity	ļ	ļ	
691		}		Teacher Only	(Drop-down selection)	}	<u>.</u>	
692				Teacher Only	(Drop-down selection)	}	{	
693		(Teacher Only	(Drop-down selection)	()	

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		-						Specific Location or
	Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Hyperlink to Location for
13				<u>.</u>				Electronic Programs
	(6) Response skills: listening, speaking, reading,					}	1	
	writing, and thinking using multiple texts. The					}	}	
	student responds to an increasingly challenging	(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
	variety of sources that are read, heard, or viewed.	register, vocabulary, tone, and voice	lone			}	1	
694	The student is expected to:					}		
				Student/Teacher	Activity	9781531127244	148	ConnSB: Digital
695				Student/Teacher	Activity	5701551127244	140	Presentation
				Student/Teacher	Narrative	9781531127244	142	ConnSB: Focus on Examing Word Choice and
696				oludenti reacher	Nanative	5701551121244	172	
				Ohudaat/Taashaa	A	0704504407044	435	ConnSB: Expectations for
697		<u> </u>		Student/Teacher	Activity	9781531127244	3	Discussion
698 699				Student/Teacher Teacher Only	Narrative Narrative	9781531126025	109	Essential Guide: Fourth bullet point
700		}		Teacher Only	Activity	}	÷	
701				Teacher Only Teacher Only	(Drop-down selection)	(
702 703				Teacher Only Teacher Only	(Drop-down selection) (Drop-down selection)	{	}	
/03				Teacher Only	(Diop-down selection)	}	1	
	(6) Response skills: listening, speaking, reading,						}	
	writing, and thinking using multiple texts. The student responds to an increasingly challenging	(H) respond orally or in writing with appropriate	(iv) respond orally or in writing with appropriate	Student/Teacher	Narrative	9781531126025	13	Essential Guide: First paragraph
	variety of sources that are read, heard, or viewed.	register, vocabulary, tone, and voice	voice	Student/Teacher	Narrative	9781531126025	13	Essential Guide: First paragraph
	The student is expected to:					{		
704 705		}	.	Obuda at/Ta a shian	A -44-14-1	9781531127244	169	Oran OD: number 4
705				Student/Teacher Student/Teacher	Activity Narrative	9781531127244	32	ConnSB: number 1 Essential Guide: Style and Voice
				Student/Teacher		9781531127244	435	ConnSB: Expectations for
707				Student/Teacher	Activity	9701551127244	400	Discussion
708				Student/Teacher	Activity	9781531127244	132	ConnSB: Writing Expression 5th bullet
709				Teacher Only	Narrative	f	{	
710				Teacher Only Teacher Only	Narrative Activity	[
711 712				Teacher Only Teacher Only	(Drop-down selection) (Drop-down selection)	{	}	
713				Teacher Only	(Drop-down selection)	<u>}</u>		
	(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The					}		
	student responds to an increasingly challenging	(I) reflect on and adjust responses as new	(i) reflect on responses as new evidence is	Student/Teacher	Narrative	9781531126025	463	Essential Guide: Summarize what you
	variety of sources that are read, heard, or viewed.	evidence is presented	presented	:		{	}	heard. (Blue runin Head)
714	The student is expected to:					{	}	
/14		}				}		ConnSB: Expectations for
715		{	<u>.</u>	Student/Teacher	Activity	9781531127244	236	Discussion
716				Student/Teacher	Narrative	9781531127244	431	ConnSB: Third paragraph
717				Student/Teacher	Activity	9781531127244	85	ConnSB: Speak and Listen
1		}	******	Student/Teacher	م ان نته،	9781531127244	435	ConnSB: Expectations for
718		2	:	Student/Teacher	Activity	5101031127244	400	Discussion
719		{				~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~		
				Teacher Only Teacher Only	Narrative Activity		}	
721				Teacher Only Teacher Only Teacher Only	Narrative Activity (Drop-down selection)			
721				Teacher Only Teacher Only	(Drop-down selection) (Drop-down selection)			
721				Teacher Only	(Drop-down selection)			
721 722 723	(6) Response skills: listening, speaking, reading,			Teacher Only Teacher Only	(Drop-down selection) (Drop-down selection)			
721 722 723	writing, and thinking using multiple texts. The	(i) reflect on and adjust responses as new	(ii) adjust responses as new evidence is	Teacher Only Teacher Only Teacher Only	(Drop-down selection) (Drop-down selection) (Drop-down selection)			Essential Guide: Summarize what you
721 722 723	writing, and thinking using multiple texts. The student responds to an increasingly challenging	(I) reflect on and adjust responses as new evidence is presented	(ii) adjust responses as new evidence is presented	Teacher Only Teacher Only	(Drop-down selection) (Drop-down selection)	9781531126025	463	Essential Guide: Summarize what you heard. (Blue runin Head)
721 722 723	writing, and thinking using multiple texts. The		(ii) adjust responses as new evidence is presented	Teacher Only Teacher Only Teacher Only	(Drop-down selection) (Drop-down selection) (Drop-down selection)	9781531126025	463	
721 722 723	writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.		(ii) adjust responses as new evidence is presented	Teacher Only Teacher Only Teacher Only	(Drop-down selection) (Drop-down selection) (Drop-down selection)	9781531126025	463	heard. (Blue runin Head)
721 722 723 723 724	writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.		(ii) adjust responses as new evidence is presented	Teacher Only Teacher Only Teacher Only	Drop-down selection) (Drop-down selection) (Drop-down selection) Narrative Activity	9781531126025 9781531127244	236	heard. (Blue runin Head) ConnSB: Expectations for
721 722 723	writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.		(ii) adjust responses as new evidence is presented	Teacher Only Teacher Only Teacher Only Student/Teacher Student/Teacher	, Drop-down selection) (Drop-down selection) (Drop-down selection) Narrative Activity		236	heard. (Blue runin Head) ConnSB: Expectations for Discussion
721 722 723 724 724 725 726	writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.		(ii) adjust responses as new evidence is presented	Teacher Only Teacher Only Teacher Only Student/Teacher Student/Teacher Student/Teacher	, Drop-down selection) (Drop-down selection) (Drop-down selection) Narrative Activity Narrative	9781531127244 9781531127244	236 431	heard. (Blue runin Head) ConnSB: Expectations for Discussion ConnSB: Third paragraph ConnSB: Speak and
721 722 723 723 724 724	writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.		(ii) adjust responses as new evidence is presented	Teacher Only Teacher Only Teacher Only Student/Teacher Student/Teacher	, Drop-down selection) (Drop-down selection) (Drop-down selection) Narrative Activity	9781531127244	236	heard. (Blue runin Head) ConnSB: Expectations for Discussion ConnSB: Third paragraph ConnSB: Speak and Listen
721 722 723 724 725 726 727	writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.		(ii) adjust responses as new evidence is presented	Teacher Only Teacher Only Teacher Only Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher	Drop-down selection) (Drop-down selection) (Drop-down selection) Narrative Activity Narrative Activity Activity	9781531127244 9781531127244	236 431	heard. (Blue runin Head) ConnSB: Expectations for Discussion ConnSB: Third paragraph ConnSB: Speak and Listen ConnSB: Expectations for
721 722 723 724 724 725 726	writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.		(ii) adjust responses as new evidence is presented	Teacher Only Teacher Only Teacher Only Student/Teacher Student/Teacher Student/Teacher Student/Teacher	Drop-down selection) (Drop-down selection) (Drop-down selection) Narrative Activity Narrative Activity	9781531127244 9781531127244 9781531127244	236 431 85	heard. (Blue runin Head) ConnSB: Expectations for Discussion ConnSB: Third paragraph ConnSB: Speak and Listen

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	A	В	C		E	F	G	H Specific Location or
	Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Hyperlink to Location for
13					onanon i jpo			Electronic Programs
731		1		Teacher Only	(Drop-down selection)	}		
732		}		Teacher Only	(Drop-down selection)	{		
733				Teacher Only	(Drop-down selection)	{		
	(6) Response skills: listening, speaking, reading,					{		
	writing, and thinking using multiple texts. The	}				}		ConnSB: Focus on
	student responds to an increasingly challenging	(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	Evaluating Claims and
	variety of sources that are read, heard, or viewed.	relevant text evidence	relevant text evidence			}		Evidence
734	The student is expected to:	1				{		
754		<u>}</u>				}	<u>}</u>	ConnSB: Speak and
735		}		Student/Teacher	Activity	9781531127244	433	Listen
				Student/Teacher	Narrative	9781531127244	102	ConnSB: Focus on
736		}				}		Evaluating an Argument
				Student/Teacher	Activity	9781531127244	103	ConnSB: Speak and Listen
737				Student/Teacher	(Drop-down selection)	}	<u> </u>	Listen
739		}		Teacher Only	Narrative			
740		}		Teacher Only	Activity	}		
741		{		Teacher Only	(Drop-down selection)	{		
742		<u>}</u>		Teacher Only Teacher Only	(Drop-down selection) (Drop-down selection)	{		
743		}		Teacher Only	(Diop-down selection)	{		
	(7) Multiple genres: listening, speaking, reading,					1		
	writing, and thinking using multiple textsliterary	1				}		
	elements. The student recognizes and analyzes	(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
	literary elements within and across increasingly complex traditional, contemporary, classical, and	the interaction of characters and events	the interaction of characters			{		Analyzing Theme
	diverse literary texts. The student is expected to:	1				{		
744		}				}		
745		<u>}</u>		Student/Teacher	Activity	9781531127244	39	ConnSB: Write
				Student/Teacher	Narrative	9781531127244	268	ConnSB: First Read:
746				Student/Teacher	Nanauve	9701001127244	200	Examining How Dialogue Propels Plot
740		<u>}</u>			÷	}		ConnSB: Focus on
747				Student/Teacher	Activity	9781531127244	374	Determining Theme
748		{		Student/Teacher	(Drop-down selection) Narrative			
749		}		Teacher Only		}		
750 751				Teacher Only Teacher Only	Activity (Drop-down selection)	{		
752		<u>, , , , , , , , , , , , , , , , , , , </u>		Teacher Only	(Drop-down selection)			
753]		Teacher Only	(Drop-down selection)	}		
						{		
	(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsliterary					{		
	elements. The student recognizes and analyzes	(A) analyze how themes are developed through	(ii) analyze how themes are developed through			{		ConnSB: Focus on
	literary elements within and across increasingly	the interaction of characters and events	events	Student/Teacher	Narrative	9781531127244	374	Determining Theme
	complex traditional, contemporary, classical, and	1				{		
754	diverse literary texts. The student is expected to:	1				}		
7.54		***************************************			4	07045044677	0.75	ConnSB: Speak and
755		<u>}</u>		Student/Teacher	Activity	9781531127244	375	Listen
		1		Student/Teacher	Narrative	9781531127244	38	ConnSB: Focus on
756		}			<u> </u>	{		Analyzing Theme
757 758		}		Student/Teacher	Activity	9781531127244	39 153	ConnSB: Write
758		<u>}</u>		Student/Teacher Teacher Only	Narrative Narrative	5101031120020	153	Losential Guide, Last bullet point
760		<u>{</u>		Teacher Only	Activity	<u>{</u>		
761		<u>}</u>		Teacher Only	(Drop-down selection)			
762		<u>}</u>		Teacher Only	(Drop-down selection)	<u> </u>		
763		<u>}</u>		Teacher Only	(Drop-down selection)	1		
	(7) Multiple genres: listening, speaking, reading,	1				1		
	writing, and thinking using multiple textsliterary	(B) analyze how characters' motivations and				{		
	elements. The student recognizes and analyzes	behaviors influence events and resolution of the	(i) analyze how characters' motivations influence	Student/Teacher	Narrative	9781531127244	38	ConnSB: Focus on
	literary elements within and across increasingly	conflict	events			}		Analyzing Theme
	complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:					}		
764		}				}		
765		}		Student/Teacher	Activity	9781531127244	39	ConnSB: Write
				Obudant/T	No. "	0704504407044	205	ConnSB: Focus on
766		1		Student/Teacher	Narrative	9781531127244	205	Analyzing an Incident in a
/66		(()	Novel

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	A	р	L L		C			Specific Location or
	Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Hyperlink to Location for
13	Allowledge and okins otatement		Dicakout	nem rype			1 uge (3)	Electronic Programs
767		1		Student/Teacher	Activity	9781531127244	205	ConnSB: Chart
		}			Narrative	9781531127244	40	ConnSB: First three
768		{		Student/Teacher	:	9781531127244	40	paragraphs
769		}		Teacher Only	Narrative	<u>}</u>	<u></u>	
770		}		Teacher Only	Activity	<u>}</u>		
772		<u>}</u>		Teacher Only Teacher Only	(Drop-down selection) (Drop-down selection)	<u> </u>	\$	
773		\$		Teacher Only Teacher Only	(Drop-down selection) (Drop-down selection)	{	}	******
774	(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsliterary 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
775]		Student/Teacher	Activity	9781531127244	39	ConnSB: Write
[{		Student/Teacher	Narrative	9781531127244	277	ConnSB: Paragraphs
776		{				<i>{</i>	278	under head
777		<u> </u>		Student/Teacher	Activity	9781531127244	278	ConnSB: Write ConnSB: Focus on
778				Student/Teacher	Narrative	9781531127244	391	ConnSB: Focus on Analyzing Characters' Motivations
779		1		Teacher Only	Narrative	}	<u>† – – – – – – – – – – – – – – – – – – –</u>	
780		3		Teacher Only	Activity	}	3	:
781		}		Teacher Only	(Drop-down selection)	}	<u> </u>	
782 783		{		Teacher Only Teacher Only	(Drop-down selection) (Drop-down selection)	}	}	. <u>.</u>
784	(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsliterary 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
785		{		Student/Teacher	Activity	9781531127244	39	ConnSB: Write
786				Student/Teacher	Narrative	9781531127244	205	ConnSB: Focus on Analyzing an Incident in a Novel
787		{		Student/Teacher	Activity	9781531127244	205	ConnSB: Chart
				Student/Teacher	Narrative	9781531127244	40	ConnSB: First three
788		<u> </u>				5151551121244		paragraphs
789 790		}		Teacher Only Teacher Only	Narrative Activity	}	{	
790		}		Teacher Only Teacher Only	Activity (Drop-down selection)	}	<u>}</u>	÷
792		<u>}</u>		Teacher Only	(Drop-down selection)	{	}	
793				Teacher Only	(Drop-down selection)	}	{	
794	(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsliterary 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
		}			1	{	(ConnSB: Paragraphs
796		{		Student/Teacher	Narrative	9781531127244	277	under head
797		{		Student/Teacher	Activity	9781531127244	278	ConnSB: Write
798				Student/Teacher	Narrative	9781531127244	391	ConnSB: Focus on Analyzing Characters' Motivations
799 800				Teacher Only Teacher Only	Narrative Activity			
801 802 803				Teacher Only Teacher Only Teacher Only	(Drop-down selection) (Drop-down selection) (Drop-down selection)			

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								Specific Location or
	Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Hyperlink to Location for
13								Electronic Programs
						}		
	(7) Multiple genres: listening, speaking, reading,					}	{	
	writing, and thinking using multiple textsliterary	(C) analyze non-linear plot development such as			i	{	}	ConnSB: Focus on
	elements. The student recognizes and analyzes	flashbacks, foreshadowing, subplots, and parallel	(i) analyze non-linear plot development	Student/Teacher	Narrative	9781531127244	281	Understanding the
	literary elements within and across increasingly	plot structures and compare it to linear plot					}	Purpose of a Story
	complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	development				}	{	Within#a Story
804	diverse interary texts. The student is expected to.					{	}	
								ConnSB: Speak and
805		}		Student/Teacher	Activity	9781531127244	283	Listen
806		{		Student/Teacher	Narrative	9781531127244	393	ConnSB: Third paragraph
807		<u> </u>		Student/Teacher	Activity	9781531127244	394	ConnSB: Write
808		{		Student/Teacher	(Drop-down selection)	{	}	
809		<u> </u>		Teacher Only	Narrative	<u>}</u>	<u>}</u>	
810 811		}		Teacher Only Teacher Only	Activity	}	{	
812	~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~	***************************************		Teacher Only	(Drop-down selection) (Drop-down selection)	<u>}</u>	******	
813				Teacher Only Teacher Only	(Drop-down selection)	{		
							1	
	(7) Multiple genres: listening, speaking, reading,					}	{	
	writing, and thinking using multiple texts-literary	(C) analyze non-linear plot development such as				{	}	ConnSB: Focus on
	elements. The student recognizes and analyzes	flashbacks, foreshadowing, subplots, and parallel	(ii) compare [non-linear plot development] to linear	Student/Teacher	Narrative	9781531127244	281	Understanding the
	literary elements within and across increasingly complex traditional, contemporary, classical, and	plot structures and compare it to linear plot development	plot development			{	}	Purpose of a Story Within#a Story
	diverse literary texts. The student is expected to:	development					}	Within #a Story
814						{		
		{		Student/Teacher	Activity	9781531127244	283	ConnSB: Speak and
815		}			Narrative	{		Listen
816		<u> </u>		Student/Teacher		9781531127244	393	ConnSB: Third paragraph
817		{		Student/Teacher	Activity	9781531127244	394	ConnSB: Write
818		}		Student/Teacher	(Drop-down selection)	} <mark></mark>	{	
819 820		<u>{</u>		Teacher Only Teacher Only	Narrative Activity	{·····	}	
821		}		Teacher Only	Activity (Drop-down selection)	}	{	
822				Teacher Only Teacher Only	(Drop-down selection)	{		
823				Teacher Only	(Drop-down selection)			
						{	}	
	(7) Multiple genres: listening, speaking, reading,					{	}	
	writing, and thinking using multiple texts-literary elements. The student recognizes and analyzes	(D) explain how the setting influences the values	(i) explain how the setting influences the values of			}	{	
	literary elements within and across increasingly	and beliefs of characters	characters	Student/Teacher	Narrative	9781531127244	162	ConnSB: First paragraph
	complex traditional, contemporary, classical, and					}	{	
	diverse literary texts. The student is expected to:					}	}	
824		{				{ 	}	
825		<u> </u>		Student/Teacher Student/Teacher	Activity Narrative	9781531127244 9781531127244	204 374	ConnSB: First Response ConnSB: First paragraph
826		}				9/0153112/244	3/4	ConnSB: First paragraph ConnSB: Question 1
827 828		<u>}</u>		Student/Teacher	Activity	9781531127244	357	
828		<u>}</u>		Student/Teacher Teacher Only	Narrative Narrative	9781531126025	153	Essential Guide: Setting
830				Teacher Only	Activity		<u> </u>	
831				Teacher Only	(Drop-down selection)	[
832		ļ		Teacher Only	(Drop-down selection)	Į	Į	
833		}		Teacher Only	(Drop-down selection)	}	}	
	(7) Multiple genree: lister in a section of "	}				{		
	(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsliterary	1				{	}	
	elements. The student recognizes and analyzes	(D) explain how the setting influences the values	(ii) explain how the setting influences the beliefs	. .		}	{	
				Student/Teacher	Narrative	9781531127244	162	ConnSB: First paragraph
	literary elements within and across increasingly	and beliefs of characters	of characters				6	
	literary elements within and across increasingly complex traditional, contemporary, classical, and		of characters			{	\$	
	literary elements within and across increasingly		of characters					
834	literary elements within and across increasingly complex traditional, contemporary, classical, and		of characters	Student/Teack	Anthrity	0704521127244	204	ConsCB) First Booscope
835	literary elements within and across increasingly complex traditional, contemporary, classical, and		of characters	Student/Teacher	Activity	9781531127244	204	ConnSB: First Response
835 836	literary elements within and across increasingly complex traditional, contemporary, classical, and		of characters	Student/Teacher	Activity Narrative	9781531127244	204 374 357	ConnSB: First paragraph
835 836 837	literary elements within and across increasingly complex traditional, contemporary, classical, and		of characters	Student/Teacher Student/Teacher	Activity	9781531127244 9781531127244	204 374 357 153	ConnSB: First paragraph ConnSB: Question 1
835 836	literary elements within and across increasingly complex traditional, contemporary, classical, and		of characters	Student/Teacher Student/Teacher Student/Teacher	Activity	9781531127244	204 374 357 153	ConnSB: First paragraph
835 836 837 838 839 840	literary elements within and across increasingly complex traditional, contemporary, classical, and		of characters	Student/Teacher Student/Teacher Student/Teacher Teacher Only Teacher Only		9781531127244 9781531127244	204 374 357 153	ConnSB: First paragraph ConnSB: Question 1
835 836 837 838 839 840 841	literary elements within and across increasingly complex traditional, contemporary, classical, and		of characters	Student/Teacher Student/Teacher Student/Teacher Teacher Only Teacher Only Teacher Only	Activity Narrative Narrative Activity (Drop-down selection)	9781531127244 9781531127244	204 374 357 153	ConnSB: First paragraph ConnSB: Question 1
835 836 837 838 839 840	literary elements within and across increasingly complex traditional, contemporary, classical, and		of characters	Student/Teacher Student/Teacher Student/Teacher Teacher Only Teacher Only	Activity Narrative Narrative Activity	9781531127244 9781531127244	204 374 357 153	ConnSB: First paragraph ConnSB: Question 1

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			<u> </u>			ĺ	, and the second s	Specific Location or
	Knowledge and Skills Statement	Student Expectation	Breakout	item Type	Citation Type	Component ISBN	Page (s)	Hyperlink to Location for
4.5	Kilowieuge and Skills Statement	Student Expectation	Dieakout	пенттуре	Citation Type	Сотронент тови	raye (s)	Electronic Programs
13						{	}	Electronic Programs
	(8) Multiple genres: listening, speaking, reading,	1			÷	{	}	i l
	writing, and thinking using multiple texts-genres.	}				}	}	
	The student recognizes and analyzes genre-	(A) demonstrate knowledge of literary genres such				}	{	
	specific characteristics, structures, and purposes	as realistic fiction, adventure stories, historical	(i) demonstrate knowledge of literary genres	Student/Teacher	Narrative	9781531126025	424	Essential Guide: Genre
	within and across increasingly complex traditional,	fiction, mysteries, humor, fantasy, science fiction,	() demonstrate knowledge of iterary genies	oludent reacher	Hanalive	5701001120020	727	
	contemporary, classical, and diverse texts. The	and short stories				}	{	
	student is expected to:	{				{	}	:
844		{				{	}	: · · · · · · · · · · · · · · · · · · ·
		}		Oto da at/Ta a shaa	A	9781531126025	426	Essential Guide: Try It Out: Previewing
845		{		Student/Teacher	Activity	9781551120025	420	and Reading a Text
		{				{	}	ConnSB: Focus on
		}		Student/Teacher	Narrative	9781531127244	310	Summarizing Narrative
846		}				}	{	Poetry
		{			:	{	}	ConnSB: Project-Based
		}		Student/Teacher	Activity	9781531127244	398	Assessments_Retell a
847		}				{	1	Myth
848		***************************************	h	Student/Teacher	Activity	9781531127244	44	ConnSB: Chart
849		1		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)	}	{ <u></u>	
		1				}	1	
	(8) Multiple genres: listening, speaking, reading,	}				}	}	
	writing, and thinking using multiple textsgenres.	(B) analyze the effect of graphical elements such			÷	{		:
	The student recognizes and analyzes genre-	as punctuation and line length in poems across a	(i) analyze the effect of graphical elements across			}	\$	ConnSB: Pargraphs and
	specific characteristics, structures, and purposes	variety of poetic forms such as epic, lyric, and	a variety of poetic forms	Student/Teacher	Narrative	9781531127244	22	charts
	within and across increasingly complex traditional,	humorous poetry	a valiety of poetic forms			{	1	citaita
	contemporary, classical, and diverse texts. The	inanioious poony			•	{	}	
	student is expected to:	}				}	{	
854		.}		Student/Teacher	Activity	9781531127244	22	ConnSB: Questions
855		{		Student/Teacher	Activity	9781531127244	22	ConnSB: Questions
						~~~~~~	~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~	
				Student/Teacher	Narrative	9781531126025	154	Essential Guide: Finding Meaning in
856				Student/Teacher	Narrative	9781531126025	154	Lyrical Poetry
856								Lyrical Poetry ConnSB: First Read:
856				Student/Teacher Student/Teacher	Narrative Activity	9781531126025 9781531127244	154 305	Lyrical Poetry ConnSB: First Read: Summarizing Narrative
856 857								Lyrical Poetry ConnSB: First Read: Summarizing Narrative Poetry: Objective
				Student/Teacher	Activity	9781531127244	305	Lyrical Poetry ConnSB: First Read: Summarizing Narrative Poetry: Objective ConnSB: Third Read:
857								Lyrical Poetry ConnSB: First Read: Summarizing Narrative Poetry: Objective ConnSB: Third Read: Comparing Themes:
857				Student/Teacher Student/Teacher	Activity Activity	9781531127244	305	Lyrical Poetry ConnSB: First Read: Summarizing Narrative Poetry: Objective ConnSB: Third Read:
857 858 859				Student/Teacher Student/Teacher Teacher Only	Activity Activity Narrative	9781531127244	305	Lyrical Poetry ConnSB: First Read: Summarizing Narrative Poetry: Objective ConnSB: Third Read: Comparing Themes:
857 858 859 860				Student/Teacher Student/Teacher Teacher Only Teacher Only	Activity Activity Narrative Activity	9781531127244	305	Lyrical Poetry ConnSB: First Read: Summarizing Narrative Poetry: Objective ConnSB: Third Read: Comparing Themes:
857 858 859 860 861				Student/Teacher Student/Teacher Teacher Only Teacher Only Teacher Only	Activity Activity Narrative Activity (Drog-down selection)	9781531127244	305	Lyrical Poetry ConnSB: First Read: Summarizing Narrative Poetry: Objective ConnSB: Third Read: Comparing Themes:
857 858 859 860 861 862				Student/Teacher Student/Teacher Teacher Only Teacher Only Teacher Only Teacher Only	Activity Activity Narrative Activity (Drop-down selection) (Drop-down selection)	9781531127244	305	Lyrical Poetry ConnSB: First Read: Summarizing Narrative Poetry: Objective ConnSB: Third Read: Comparing Themes:
857 858 859 860 861				Student/Teacher Student/Teacher Teacher Only Teacher Only Teacher Only	Activity Activity Narrative Activity (Drog-down selection)	9781531127244	305	Lyrical Poetry ConnSB: First Read: Summarizing Narrative Poetry: Objective ConnSB: Third Read: Comparing Themes:
857 858 859 860 861 862	(8) Multiple genres: listening speaking moding			Student/Teacher Student/Teacher Teacher Only Teacher Only Teacher Only Teacher Only	Activity Activity Narrative Activity (Drop-down selection) (Drop-down selection)	9781531127244	305	Lyrical Poetry ConnSB: First Read: Summarizing Narrative Poetry: Objective ConnSB: Third Read: Comparing Themes:
857 858 859 860 861 862	(8) Multiple genres: listening, speaking, reading,			Student/Teacher Student/Teacher Teacher Only Teacher Only Teacher Only Teacher Only	Activity Activity Narrative Activity (Drop-down selection) (Drop-down selection)	9781531127244	305	Lyrical Poetry ConnSB: First Read: Summarizing Narrative Poetry: Objective ConnSB: Third Read: Comparing Themes:
857 858 859 860 861 862	writing, and thinking using multiple textsgenres.			Student/Teacher Student/Teacher Teacher Only Teacher Only Teacher Only Teacher Only	Activity Activity Narrative Activity (Drop-down selection) (Drop-down selection)	9781531127244	305	Lyrical Poetry ConnSB: First Read: Summarizing Narrative Poetry: Objective ConnSB: Third Read: Comparing Themes:
857 858 859 860 861 862	writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-	(C) analyze how playwrights develop dramatic	(i) analyze how playwrights develop dramatic	Student/Teacher Student/Teacher Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only	Activity Activity Narrative Activity (Drop-down selection) (Drop-down selection)	9781531127244 9781531127244	305 375	Lyrical Poetry ConnSB: First Read: Summarizing Narrative Poetry: Objective ConnSB: Third Read: Comparing Themes: Objective
857 858 859 860 861 862	writing, and thinking using multiple texts-genres. The student recognizes and analyzes genre- specific characteristics, structures, and purposes	(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 Student/Teacher Teacher Only Teacher Only Teacher Only Teacher Only	Activity Activity Narrative Activity Drop-down selection) (Drop-down selection) (Drop-down selection)	9781531127244	305	Lyrical Poetry ConnSB: First Read: Summarizing Narrative Poetry: Objective ConnSB: Third Read: Comparing Themes:
857 858 859 860 861 862	writing, and thinking using multiple texts-genres. The student recognizes and analyzes genre- specific characteristics, structures, and purposes within and across increasingly complex traditional,			Student/Teacher Student/Teacher Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only	Activity Activity Narrative Activity Drop-down selection) (Drop-down selection) (Drop-down selection)	9781531127244 9781531127244	305 375	Lyrical Poetry ConnSB: First Read: Summarizing Narrative Poetry: Objective ConnSB: Third Read: Comparing Themes: Objective
857 858 859 860 861 862	witing, 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/Teacher Student/Teacher Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only	Activity Activity Narrative Activity Drop-down selection) (Drop-down selection) (Drop-down selection)	9781531127244 9781531127244	305 375	Lyrical Poetry ConnSB: First Read: Summarizing Narrative Poetry: Objective ConnSB: Third Read: Comparing Themes: Objective
857 858 859 860 861 862	writing, and thinking using multiple texts-genres. The student recognizes and analyzes genre- specific characteristics, structures, and purposes within and across increasingly complex traditional,			Student/Teacher Student/Teacher Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only	Activity Activity Narrative Activity Drop-down selection) (Drop-down selection) (Drop-down selection)	9781531127244 9781531127244	305 375	Lyrical Poetry ConnSB: First Read: Summarizing Narrative Poetry: Objective ConnSB: Third Read: Comparing Themes: Objective ConnSB: First paragraph
857 858 859 860 861 862 863	witing, 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/Teacher Student/Teacher Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Student/Teacher	Activity Activity Narrative Activity Drop-down selection) (Drop-down selection) (Drop-down selection) Narrative	9781531127244 9781531127244 9781531127244	305 375 393	Lyrical Poetry ConnSB: First Read: Summarizing Narrative Poetry: Objective ConnSB: Third Read: Comparing Themes: Objective ConnSB: First paragraph
857 858 859 860 861 863 863	witing, 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/Teacher Student/Teacher Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Student/Teacher	Activity Activity Narrative Activity Drop-down selection) Drop-down selection) (Drop-down selection) Narrative Narrative Activity	9781531127244 9781531127244 9781531127244 9781531127244	305 375 393 394	Lyrical Poetry ConnSB: First Read: Summarizing Narrative Poetry: Objective Comparing Themes: Objective Comparing Themes: Objective ConnSB: First paragraph ConnSB: First paragraph
857 858 859 860 861 862 863 863 864 865	witing, 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/Teacher Student/Teacher Teacher Only Teacher Only Teacher Only Teacher Only Student/Teacher Student/Teacher	Activity Activity Narrative Activity (Drop-down selection) (Drop-down selection) (Drop-down selection) Narrative Narrative	9781531127244 9781531127244 9781531127244	305 375 393	Lyrical Poetry ConnSB: First Read: Summarizing Narrative Poetry: Objective ComSB: Third Read: Comparing Themes: Objective ConnSB: First paragraph ConnSB: First paragraph ConnSB: Write Essential Guide: Finding Meaning in
857 858 860 861 862 863 864 864 865 866	witing, 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/Teacher Student/Teacher Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Student/Teacher Student/Teacher	Activity Activity Narrative Activity Drop-down selection) (Drop-down selection) (Drop-down selection) Narrative Narrative Activity Narrative	9781531127244 9781531127244 9781531127244 9781531127244 9781531127244 9781531127244	305 375 393 394	Lyrical Poetry ConnSB: First Read: Summarizing Narrative Poetry: Objective Comparing Themes: Objective Comparing Themes: Objective ConnSB: First paragraph ConnSB: First paragraph
857 858 860 861 862 863 863 864 865 866 866	witing, 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/Teacher Student/Teacher Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Student/Teacher Student/Teacher Student/Teacher	Activity Activity Narrative Activity Drop-down selection) (Drop-down selection) (Drop-down selection) (Drop-down selection) Narrative Activity Narrative Activity	9781531127244 9781531127244 9781531127244 9781531127244	305 375 393 394 155	Lyrical Poetry ConnSB: First Read: Summarizing Narrative Poetry: Objective Comparing Themes: Objective CompSB: First paragraph ConnSB: First paragraph ConnSB: Write Essential Guide: Finding Meaning in Drama (checklist head)
857 858 860 861 862 863 864 864 865 866	witing, 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/Teacher Student/Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Student/Teacher Student/Teacher Student/Teacher Student/Teacher	Activity Activity Narrative Activity (Drop-down selection) (Drop-down selection) (Drop-down selection) (Drop-down selection) Narrative Activity (Drop-down selection)	9781531127244 9781531127244 9781531127244 9781531127244 9781531127244 9781531127244	305 375 393 394 155	Lyrical Poetry ConnSB: First Read: Summarizing Narrative Poetry: Objective Comparing Themes: Objective CompSB: First paragraph ConnSB: First paragraph ConnSB: Write Essential Guide: Finding Meaning in Drama (checklist head)
857 858 859 860 861 862 863 863 864 865 866 866 866	witing, 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/Teacher Student/Teacher Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Teacher Only	Activity Activity Narrative Activity (Drop-down selection) (Drop-down selection) (Drop-down selection) Narrative Narrative Activity Narrative Activity (Drop-down selection) Narrative	9781531127244 9781531127244 9781531127244 9781531127244 9781531127244 9781531127244	305 375 393 394 155	Lyrical Poetry ConnSB: First Read: Summarizing Narrative Poetry: Objective Comparing Themes: Objective CompSB: First paragraph ConnSB: First paragraph ConnSB: Write Essential Guide: Finding Meaning in Drama (checklist head)
857 858 860 860 861 862 863 863 864 865 866 866 866 869	witing, 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/Teacher Student/Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Student/Teacher Student/Teacher Student/Teacher Student/Teacher	Activity Activity Narrative Activity (Drop-down selection) (Drop-down selection) (Drop-down selection) (Drop-down selection) Narrative Activity Narrative Activity (Drop-down selection) Narrative Activity (Drop-down selection) Narrative Activity (Drop-down selection)	9781531127244 9781531127244 9781531127244 9781531127244 9781531127244 9781531127244	305 375 393 394 155	Lyrical Poetry ConnSB: First Read: Summarizing Narrative Poetry: Objective Comparing Themes: Objective CompSB: First paragraph ConnSB: First paragraph ConnSB: Write Essential Guide: Finding Meaning in Drama (checklist head)
857 858 860 861 862 863 864 865 866 866 866 866 866 868 869 870	witing, 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/Teacher Student/Teacher Teacher Only Teacher Only Teacher Only Teacher Only Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Teacher Only Teacher Only	Activity Activity Narrative Activity (Drop-down selection) (Drop-down selection) (Drop-down selection) (Drop-down selection) Narrative Activity (Drop-down selection)	9781531127244 9781531127244 9781531127244 9781531127244 9781531127244 9781531127244	305 375 393 394 155	Lyrical Poetry ConnSB: First Read: Summarizing Narrative Poetry: Objective Comparing Themes: Objective CompSB: First paragraph ConnSB: First paragraph ConnSB: Write Essential Guide: Finding Meaning in Drama (checklist head)
857 858 859 860 861 862 863 863 864 865 866 865 866 868 869 870 871	witing, 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/Teacher Student/Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Teacher Only Teach	Activity Activity Narrative Activity (Drop-down selection) (Drop-down selection) (Drop-down selection) (Drop-down selection) Narrative Activity Narrative Activity (Drop-down selection) Narrative Activity (Drop-down selection) Narrative Activity (Drop-down selection)	9781531127244 9781531127244 9781531127244 9781531127244 9781531127244 9781531127244	305 375 393 394 155	Lyrical Poetry ConnSB: First Read: Summarizing Narrative Poetry: Objective Comparing Themes: Objective CompSB: First paragraph ConnSB: First paragraph ConnSB: Write Essential Guide: Finding Meaning in Drama (checklist head)

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		<u> </u>					,	Specific Location or
	Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Hyperlink to Location for
12	Kilowiedge and Skills Statement		Dieakout	item type		Component ISBN	rage (3)	Electronic Programs
13						÷	·····	Licetonie i rogranis
	(8) Multiple genres: listening, speaking, reading,					}		
	writing, and thinking using multiple textsgenres.	1				{	}	
	The student recognizes and analyzes genre-	(C) analyza haw playwrights davelan dramatia	(ii) analuza haw playwighta dayalan dramatia			}	{	
	specific characteristics, structures, and purposes	(C) analyze how playwrights develop dramatic action through the use of acts and scenes	<ul> <li>(ii) analyze how playwrights develop dramatic action through the use of scenes</li> </ul>	Student/Teacher	Narrative	9781531127244	393	ConnSB: First paragraph
	within and across increasingly complex traditional,	action through the use of acts and scenes	action through the use of scenes			}		
	contemporary, classical, and diverse texts. The	{				{	}	
874	student is expected to:					}	1	
874		{······	÷			<u>{</u>	}	ConnSB: Questions 1
875				Student/Teacher	Activity	9781531127244	393-394	through 5
		}					\$	Essential Guide: Finding Meaning in
876				Student/Teacher	Narrative	9781531126025	155	Drama (checklist head)
877		{	; ;	Student/Teacher	Activity	9781531127244	394	ConnSB: Write
878			<u>*************************************</u>	Student/Teacher	(Drop-down selection)	*****	<u> </u>	:
879		}		Teacher Only	Narrative	}	{	
880		<u> </u>	<u>.</u>	Teacher Only	Activity	<u>.</u>		
881		<u>.</u>		Teacher Only	(Drop-down selection)	<u>{</u>	}	÷
882 883		}		Teacher Only Teacher Only	(Drop-down selection) (Drop-down selection)	}	<u>{</u>	
003		+		Teacher Only	(Diop-down selection)	}	2	
		(D) analyze characteristics and structural elements				1	1	
	(8) Multiple genres: listening, speaking, reading,	of informational text, including:				{	}	
	writing, and thinking using multiple textsgenres.	(i) the controlling idea or thesis with supporting				}		Orang OB: France and
	The student recognizes and analyzes genre- specific characteristics, structures, and purposes	evidence;	(i) analyze characteristics of informational text, including the controlling idea or thesis with	Student/Teacher	Narrative	9781531127244	80	ConnSB: Focus on Determining the Central
	within and across increasingly complex traditional,	(ii) features such as footnotes, endnotes, and	supporting evidence	Student/Teacher	Nanauve	5701551127244	00	Idea
	contemporary, classical, and diverse texts. The	citations; and	supporting enderies			{	}	1000
	student is expected to:	(iii) multiple organizational patterns within a text to				}		
884		develop the thesis					1	
885		<u>}</u>	<u>.</u>	Student/Teacher	Activity	9781531127244	83	ConnSB: Write
005		***************************************		otadenti readiter	Activity	5701001127244		ConnSB: Focus
		}				}	{	on Analyzing the
		{		Student/Teacher	Narrative	9781531127244	327	Development of the
886						}	1	Central Idea
887		}	······································	Student/Teacher	Activity	9781531127244	323	ConnSB: Questions
888		·		Student/Teacher	Activity	9781531126025	428	Essential Guide: Chart
889		}		Teacher Only	Narrative	}	{	
890		<u>{</u>	;	Teacher Only	Activity	\$	<u>}</u>	
891	•••••••••••••••••••••••••••••••••••••••		<u>.</u>	Teacher Only	(Drop-down selection)		\$	
892 893	•••••••••••••••••••••••••••••••••••••••			Teacher Only Teacher Only	(Drop-down selection) (Drop-down selection)	<u> </u>	<u> </u>	••••••
093		1		Teacher Only	(biop-down selection)	<u> </u>	}	
		(D) analyze characteristics and structural elements				}	}	
	(8) Multiple genres: listening, speaking, reading,	of informational text, including:				}		
	writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-	(i) the controlling idea or thesis with supporting				1	1	Essential Guide: Preview Text
	specific characteristics, structures, and purposes	evidence;	(ii) analyze characteristics of informational text,	Student/Teacher	Narrative	9781531126025	421	Features, Structure, and
	within and across increasingly complex traditional,	(ii) features such as footnotes, endnotes, and	including features			{	}	Genre (Black B_head)
	contemporary, classical, and diverse texts. The	citations; and (iii) multiple organizational patterns within a text to				}	1	/
	student is expected to:	(iii) multiple organizational patterns within a text to develop the thesis				{	}	
894						}	<u> </u>	
895		1	\$ !	Student/Teacher	Activity	9781531126025	426	Essential Guide: Try It Out
		}				{	\$	ConnSB: First Read:
		1		Student/Teacher	Narrative	9781531127244	155	Determining the Meaning
				Student/reaciler	INGIIGUVC	5151351121244	100	of Words and Phrases:
896		}	<u>;</u>	;		}	<u>į</u>	Objective
		{		Student/Teacher	Activity	9781531127244	456	ConnSB: Analysis
897		}				<u>{</u>	}	Component
898		<u> </u>	<u>.</u>	Student/Teacher	Activity	9781531127244	442	ConnSB: Objective
899 900		{		Teacher Only	Narrative	{	}	
900		f	******	Teacher Only Teacher Only	Activity (Drop-down selection)	<u>}</u>	<u> </u>	
902		f		Teacher Only	(Drop-down selection)	{	}	
903		}		Teacher Only Teacher Only	(Drop-down selection)	}	<b>{</b>	•
		<b>X</b>	•			<b>.</b>	*	

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13	Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Hyperlink to Location for Electronic Programs
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
905		}		Student/Teacher	Narrative	9781531127244	429	Listen ConnSB: Focus on
906						}	<u>}</u>	Analyzing Structure ConnSB: Speak and
907		]		Student/Teacher	Activity	9781531127244	431	Listen
908 909				Student/Teacher	(Drop-down selection)	}	<u>.</u>	
909				Teacher Only Teacher Only	Activity	<u>}</u>	<u>.</u>	÷
910		<u>{</u>		Teacher Only	(Drop-down selection)	<u>}</u>	<u>}</u>	
912		1		Teacher Only	(Drop-down selection)		\$	·····
913		<u>}</u>		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:	<ul> <li>(D) analyze characteristics and structural elements of informational text, including;</li> <li>(i) the controlling idea or thesis with supporting evidence;</li> <li>(ii) features such as footnotes, endnotes, and citations; and</li> <li>(iii) multiple organizational patterns within a text to develop the thesis</li> </ul>	(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		<u>{</u>		Teacher Only	(Drop-down selection)	{	<u>.</u>	
923				Teacher Only	(Drop-down selection)		<u> </u>	
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:	<ul> <li>(D) analyze characteristics and structural elements of informational text, including:</li> <li>(i) the controlling idea or thesis with supporting evidence;</li> <li>(ii) features such as footnotes, endnotes, and citations; and</li> <li>(iii) multiple organizational patterns within a text to develop the thesis</li> </ul>	(v) analyze structural elements of informational text, including features	Student/Teacher	Narrative	9781531127244	185	ConnSB: First paragraph
		1		Student/Teacher	Activity	9781531127244	190	ConnSB: Second bullet
925 926		<u>}</u>				{ }	442	point Essential Guide: Table
		1		Student/Teacher Student/Teacher	Narrative Activity	9781531126025 9781531126025	442	Essential Guide: Try It Out: Previewing
927 928 929				Student/Teacher	Activity	9781531127244	442	and Reading a Text ConnSB: First Read: Determining Central Idea and Supporting Details: Objective
929				Teacher Only Teacher Only	Activity	h	<u> </u>	
931		<u>}</u>		Teacher Only	(Drop-down selection)	}	f	
932		]						
933		}		Teacher Only Teacher Only	(Drop-down selection) (Drop-down selection)	}````	[	

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	Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Hyperlink to Location for
13							• · · ·	Electronic Programs
	(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts-genres. The student recognizes and analyzes genre- specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(D) analyze characteristics and structural elements of informational text, including: (i) the controlling idea or thesis with supporting evidence; (ii) features such as footnotes, endnotes, and citations; and (iii) multiple organizational patterns within a text to develop the thesis	<ul> <li>(vi) analyze structural elements of informational text, including multiple organizational patterns within a text to develop the thesis</li> </ul>	Student/Teacher	Narrative	9781531127244	182	ConnSB: Focus on Analyzing the Structure of a Paragraph
934						} 	<u> </u>	
935				Student/Teacher	Activity	9781531127244	184	ConnSB: Speak and Listen
936				Student/Teacher	Narrative	9781531127244	429	ConnSB: Focus on Analyzing Structure
930						}	<u>}</u>	ConnSB: Speak and
937		}		Student/Teacher	Activity	9781531127244	431	Listen ConnSB: Questions 1
938				Student/Teacher	Activity	9781531127244	430	through 4
939		{		Teacher Only	Narrative	{	}	
940		<u> </u>		Teacher Only	Activity	}	<u> </u>	
941				Teacher Only	(Drop-down selection)	}	}	
942 943		<u>{</u>		Teacher Only Teacher Only	(Drop-down selection) (Drop-down selection)	<u> </u>	<u> </u>	
943				Teacher Only	(Drop-down selection)	)	<u>.</u>	
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	<ul> <li>(i) analyze characteristics of argumentative text by identifying the claim</li> </ul>	Student/Teacher	Narrative	9781531127244	102	ConnSB: Focus on Evaluating an Argument
944				Student/Teacher	Activity	9781531127244	105	ConnSB: Chart
		<u>+</u>				}		ConnSB: Focus on
946				Student/Teacher	Narrative	9781531127244	431	Evaluating Claims and Evidence
		}	;		;	}		ConnSB: Focus on
947				Student/Teacher	Activity	9781531127244	102	Evaluating an Argument: Objective
948		1		Student/Teacher	Activity	9781531127244	241	ConnSB: Question 3
949		}		Teacher Only	Narrative			
950		<u>.</u>		Teacher Only	Activity	{	}	
951		<u> </u>		Teacher Only	(Drop-down selection)	}	<u> </u>	
952 953		.{		Teacher Only Teacher Only	(Drop-down selection)	{	}	÷
953		{		Teacher Only	(Drop-down selection)		<u> </u>	
	(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:	<ul> <li>(E) analyze characteristics and structures of argumentative text by:</li> <li>(i) identifying the claim and analyzing the argument;</li> <li>(ii) identifying and explaining the counter argument; and</li> <li>(iii) identifying the intended audience or reader</li> </ul>	(ii) analyze characteristics of argumentative text by analyzing the argument	Student/Teacher	Narrative	9781531127244	102	ConnSB: Second Read: Evaluating an Argument
954		÷				}	<u></u>	ConnSB: Speak and
955		<u> </u>		Student/Teacher	Activity	9781531127244	103	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		<u>.</u>	
961				Teacher Only	(Drop-down selection)	<u>}</u>	<u>}</u>	
962		÷		Teacher Only	(Drop-down selection) (Drop-down selection)	}		
963		3		Teacher Only	(Drop-down selection)	}	{	

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	Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for
13	Kilowieuge allu Skilis Statement		Diedkout	пеш туре		Component ISBN	raye (s)	
13						; 	{·····································	Electronic Programs
	(8) Multiple genres: listening, speaking, reading,	(E) analyze characteristics and structures of				}	ł	1
	writing, and thinking using multiple textsgenres.	argumentative text by:				}	\$	i de la companya de l
	The student recognizes and analyzes genre-	<ul><li>(i) identifying the claim and analyzing the</li></ul>	(iii) analyze characteristics of argumentative text			{	1	ConnSB: Focus on
	specific characteristics, structures, and purposes	argument;	by identifying the counter argument	Student/Teacher	Narrative	9781531127244	86	Analyzing Points of View
	within and across increasingly complex traditional,	(ii) identifying and explaining the counter				}	{	
	contemporary, classical, and diverse texts. The student is expected to:	argument; and (iii) identifying the intended audience or reader				{	1	:
964		(iii) identifying the intended addience of reader				}	{	
965				Student/Teacher	Activity	9781531127244	87	ConnSB: Write
						{	;	ConnSB: Third Read:
				Student/Teacher	Narrative	9781531127244	104	Analyzing Conflicting
966						{	<u>{</u>	Information
						}	\$	ConnSB: Focus on
				Student/Teacher	Activity	9781531127244	105	Analyzing Conflicting
967		}				}	{	Information
968				Student/Teacher	Activity	9781531127244	93	ConnSB: Question 4
969 970				Teacher Only Teacher Only	Narrative	<u>}</u>	{	
970				Teacher Only Teacher Only	Activity (Drop-down selection)	}	÷	
972				Teacher Only	(Drop-down selection)		[	
973				Teacher Only	(Drop-down selection)	<u> </u>	{	
						{	{	
	(8) Multiple genres: listening, speaking, reading,	(E) analyze characteristics and structures of				1	{	<b>i</b>
	writing, and thinking using multiple texts-genres.	argumentative text by:				1		1
	The student recognizes and analyzes genre-	<ul> <li>(i) identifying the claim and analyzing the argument;</li> </ul>	(iv) analyze characteristics of argumentative text	Student/Teacher	Narrative	9781531127244	86	ConnSB: Focus on
	specific characteristics, structures, and purposes within and across increasingly complex traditional,	(ii) identifying and explaining the counter	by explaining the counter argument	Student/Teacher	Narrative	9/8153112/244	00	Analyzing Points of View
	contemporary, classical, and diverse texts. The	argument; and				}	{	•
	student is expected to:	(iii) identifying the intended audience or reader				}	i i i i i i i i i i i i i i i i i i i	<u>.</u>
974	·····	()				}	{	
975				Student/Teacher	Activity	9781531127244	87	ConnSB: Write
						}	1	ConnSB: Third Read:
				Student/Teacher	Narrative	9781531127244	104	Analyzing Conflicting
976						}	ļ	Information
						}	{	ConnSB: Focus on
				Student/Teacher	Activity	9781531127244	105	Analyzing Conflicting
977						}	{i	Information
978				Student/Teacher	Activity	9781531127244	92	ConnSB: Connect to Testing
979				Teacher Only	Narrative	}		reading
980				Teacher Only	Activity	{	5	
981				Teacher Only	(Drop-down selection)	}	{	
982				Teacher Only	(Drop-down selection)	{	ļ	
983				Teacher Only	(Drop-down selection)	}	<u>.</u>	
		(E) and the state of the and structures of				1	ł	
	(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts-genres.	(E) analyze characteristics and structures of argumentative text by:				{	1	
	The student recognizes and analyzes genre-	(i) identifying the claim and analyzing the				}	ţ	·
	specific characteristics, structures, and purposes	argument;	(v) analyze characteristics of argumentative text	Student/Teacher	Narrative	9781531127244	407	ConnSB: Focus on
	within and across increasingly complex traditional,	(ii) identifying and explaining the counter	by identifying the intended audience or reader			{	ŝ	Analyzing Central Ideas
	contemporary, classical, and diverse texts. The	argument; and				}	{	
	student is expected to:	(iii) identifying the intended audience or reader				{	ŧ i	:
984 985			·	Student/Teacher	Activity	9781531127244	408	ConnSB: Chart
985			÷	Student/Teacher	Narrative	9781531127244	228	ConnSB: Last paragraph
987		<u>.</u>		Student/Teacher	Activity	9781531127244	185	ConnSB: Chart
987		}	·····	Student/Teacher	Activity (Drop-down selection)			
989			·	Teacher Only	Narrative			
990				Teacher Only	Activity	{	{	
991				Teacher Only	(Drop-down selection)	ļ	ļ	
992				Teacher Only	(Drop-down selection)	<u> </u>	{	
993				Teacher Only	(Drop-down selection)	}	į`	
	(8) Multiple genres: listening, speaking, reading,	(E) analyze characteristics and structures of				}	{	
	writing, and thinking using multiple textsgenres.	argumentative text by:				}	i i i i i i i i i i i i i i i i i i i	<u>.</u>
	The student recognizes and analyzes genre-	(i) identifying the claim and analyzing the				}	ţ	Cons OR: France an
	specific characteristics, structures, and purposes	argument;	<ul> <li>(vi) analyze structures of argumentative text by identifying the claim</li> </ul>	Student/Teacher	Narrative	9781531127244	102	ConnSB: Focus on Evaluating an Argument
	within and across increasingly complex traditional,	(ii) identifying and explaining the counter				{	j .	
1	contemporary, classical, and diverse texts. The	argument; and				1	{	<b>i</b>
	student is expected to:	(iii) identifying the intended audience or reader	:			}	ł i	:
						2	ş .	
994 995				Student/Teacher	Activity	9781531127244	108	ConnSB: Write

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	Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Hyperlink to Location for
13							• • • •	Electronic Programs
						}	1	ConnSB: Focus on
				Student/Teacher	Narrative	9781531127244	431	Evaluating Claims and
996			<u>.</u>	Otudaat/Taaabaa	A	0704504407044	0.44	Evidence
997				Student/Teacher	Activity	9781531127244	241	ConnSB: Question 3 ConnSB: Second Read:
				Student/Teacher	Activity	9781531127244	225	Evaluating an Argument:
998						{	}	Objective
999				Teacher Only	Narrative	}	<u> </u>	
1000 1001				Teacher Only	Activity	}	<u> </u>	
1001				Teacher Only Teacher Only	(Drop-down selection) (Drop-down selection)	<u>{</u>		
1002			i	Teacher Only	(Drop-down selection)	<u> </u>	<u> </u>	
				:		1		
	(8) Multiple genres: listening, speaking, reading,	(E) analyze characteristics and structures of				}		
	writing, and thinking using multiple textsgenres.	argumentative text by:				}	\$	
	The student recognizes and analyzes genre- specific characteristics, structures, and purposes	<ul> <li>(i) identifying the claim and analyzing the argument;</li> </ul>	(vii) analyze structures of argumentative text by	Student/Teacher	Narrative	9781531127244	102	ConnSB: Focus on
	within and across increasingly complex traditional,	(ii) identifying and explaining the counter	analyzing the argument	Student/Teacher	Nallative	9701531127244	102	Evaluating an Argument
	contemporary, classical, and diverse texts. The	argument; and				{	}	
	student is expected to:	(iii) identifying the intended audience or reader				}	}	
1004				Ptudent/Trankar	م م	0791531107044	109	Cons CR: Write
1005 1006				Student/Teacher Student/Teacher	Activity Narrative	9781531127244 9781531127244	108 431	ConnSB: Write ConnSB: Focus on
1008			<u>.</u>	Student/Teacher	Activity	9781531127244	241	ConnSB: Question 3
1007			↓ ↓	Student/Teacher	Activity	9781531127244	225	ConnSB: Second Read:
1009			1	Teacher Only	Narrative	{	}	
1010				Teacher Only	Activity	{	Į	
1011				Teacher Only Teacher Only	(Drop-down selection) (Drop-down selection)	}	}	
1012 1013				Teacher Only	(Drop-down selection)	<u>}</u>	÷	
1010				roughler entry		(	•	
	(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts-genre- 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:	<ul> <li>(E) analyze characteristics and structures of argumentative text by:</li> <li>(i) identifying the claim and analyzing the argument;</li> <li>(ii) identifying and explaining the counter argument; and</li> <li>(iii) identifying the intended audience or reader</li> </ul>	(viii) analyze structures of argumentative text by identifying the counter argument	Student/Teacher	Narrative	9781531127244	86	ConnSB: Focus on Analyzing Points of View
1014						{	<u> </u>	
1015				Student/Teacher	Activity	9781531127244	87	ConnSB: Write
1010				Student/Teacher	Narrative	9781531127244	104	ConnSB: Third Read: Analyzing Conflicting
1016			÷			}·····	{·····	Information ConnSB: Focus on
1017				Student/Teacher	Activity	9781531127244	105	Analyzing Conflicting Information
L T				Oto do otiTo o choo	A	0704504407044	92	ConnSB: Connect to
1018				Student/Teacher	Activity	9781531127244	32	Testing
1019				Teacher Only	Narrative	{	}	
1020 1021				Teacher Only Teacher Only	Activity (Drop-down selection)	{·····	·····	
1022			9 ·····	Teacher Only	(Drop-down selection) (Drop-down selection) (Drop-down selection)			
1023				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:	<ul> <li>(E) analyze characteristics and structures of argumentative text by:</li> <li>(i) identifying the claim and analyzing the argument;</li> <li>(ii) identifying and explaining the counter argument; and</li> <li>(iii) identifying the intended audience or reader</li> </ul>	(ix) analyze structures of argumentative text by explaining the counter argument	Student/Teacher	Narrative	9781531127244	86	ConnSB: Focus on Analyzing Points of View
1024 1025				Student/Teacher	Activity	9781531127244	87	ConnSB: Write
1023					Activity	0.01001121244	<u>, v,</u>	ConnSB: Third Read:
1026				Student/Teacher	Narrative	9781531127244	104	Analyzing Conflicting Information
1027				Student/Teacher	Activity	9781531127244	105	ConnSB: Focus on Analyzing Conflicting Information
				Student/Teacher	Activity	9781531127244	92	ConnSB: Connect to
1028 1029						{	<u> </u>	Testing
1029				Teacher Only Teacher Only	Narrative Activity	{	<u>}</u>	

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	Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Hyperlink to Location for
13			<u>.</u>					Electronic Programs
1031 1032		{	÷	Teacher Only Teacher Only	(Drop-down selection)	}	<u></u>	
1032				Teacher Only	(Drop-down selection) (Drop-down selection)	}	ŧ	
						}	1	
	(8) Multiple genres: listening, speaking, reading,	(E) analyze characteristics and structures of				}		
	writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-	argumentative text by: (i) identifying the claim and analyzing the				}		
	specific characteristics, structures, and purposes	argument;	(x) analyze structures of argumentative text by identifying the intended audience or reader	Student/Teacher	Narrative	9781531127244	407	ConnSB: Focus on Analyzing Central Ideas
	within and across increasingly complex traditional,	(ii) identifying and explaining the counter	identifying the intended audience or reader			}		Analyzing Central Ideas
	contemporary, classical, and diverse texts. The	argument; and				}		
1034	student is expected to:	(iii) identifying the intended audience or reader				}		
1035			•	Student/Teacher	Activity	9781531127244	408	ConnSB: Chart
1036			1	Student/Teacher	Narrative	9781531127244	228	ConnSB: Last paragraph
1037		}	<u>.</u>	Student/Teacher	Activity	9781531127244	185	ConnSB: Chart
1038 1039				Student/Teacher	(Drop-down selection) Narrative	}	<u>}</u>	
1039		}		Teacher Only Teacher Only	Activity	}	÷	÷
1041		[		Teacher Only	(Drop-down selection)	{	}	
1042				Teacher Only	(Drop-down selection)	}	ļ	
1043				Teacher Only	(Drop-down selection)	}		
	(8) Multiple genres: listening, speaking, reading,					}	1	
	writing, and thinking using multiple texts-genres.					{		
	The student recognizes and analyzes genre-	(F) analyze characteristics of multimodal and				{		
	specific characteristics, structures, and purposes	digital texts	(i) analyze characteristics of multimodal texts	Student/Teacher	Narrative	9781531127244	185	ConnSB: First paragraph
1	within and across increasingly complex traditional, contemporary, classical, and diverse texts. The					}		
	student is expected to:					}		
1044		<u> </u>		; ;	; ••••••••••••••••••••••••••••••••••••	{ 	<u>}</u>	; •
1045			, ,	Student/Teacher	Activity	9781531127244	185	ConnSB: Chart
				Student/Teacher	Narrative	9781531127244	187	ConnSB: Focus on Evaluating Media
1046				otadenti readiter	Handave	5701051127244	107	Portrayals of a Topic
1047			<u> </u>	Student/Teacher	Activity	9781531127244	189	ConnSB: Write
1048			·	Student/Teacher	(Drop-down selection)	{	1	
1049 1050			; ;	Teacher Only	Narrative	}	<u> </u>	
1050				Teacher Only Teacher Only	Activity (Drop-down selection)	<u>}</u>	<u>}</u>	<u>.</u>
1052		]	*	Teacher Only	(Drop-down selection)	}	1	
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-	(E) analyze oberastaristics of multimodal and				}		
	specific characteristics, structures, and purposes	(F) analyze characteristics of multimodal and digital texts	(ii) analyze characteristics of digital texts	Student/Teacher	Narrative	9781531127244	144	ConnSB: First paragraph
	within and across increasingly complex traditional, contemporary, classical, and diverse texts. The					}		
	student is expected to:					}		
1054		Į		<u>;</u>	;	{	<u>}</u>	
1055		ļ	÷	Student/Teacher	Activity	9781531127244	144	ConnSB: Third bullet point
1056		1		Student/Teacher	Narrative	9781531127244	106	ConnSB: Paragraph in
1056			÷	Student/Teacher	Activity	9781531127244	108	center of page ConnSB: Write
1057		}		Student/Teacher Student/Teacher	Activity Narrative	9781531126025	422	Essential Guide: Digital features
1059				Teacher Only	Narrative	}	1	· · · · · · · · · · · · · · · · · · ·
1060				Teacher Only	Activity	}		
1061 1062			÷	Teacher Only Teacher Only	(Drop-down selection) (Drop-down selection)	}	{	
1062			i	Teacher Only	(Drop-down selection)		t	
						}		
	(9) Author's purpose and craft: listening,					}	1	
	speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to					}	1	
	analyze the authors' choices and how they	(A) such is the such set				}	1	008-5
	influence and communicate meaning within a	(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
	variety of texts. The student analyzes and applies	mann a ton				}	1	
	author's craft purposefully in order to develop his or her own products and performances. The					}	1	
	student is expected to:					}		
1064		<u> </u>		<u>.</u>		<u> </u>		<u>.</u>
1065				Student/Teacher	Activity	9781531127244	66	ConnSB: Questions 1-4
1066		{		Student/Teacher	Narrative	9781531127244	120	ConnSB: Step 2

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	Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Hyperlink to Location for
13								Electronic Programs
1067			:	Student/Teacher	Activity	9781531127244	311	ConnSB: Write
				Student/Teacher	Activity	9781531127244	90	ConnSB: Step 2, second
1068						0101001121211	{	bullet
1069 1070				Teacher Only Teacher Only	Narrative Activity		{	
1071		{		Teacher Only Teacher Only	(Drop-down selection)		<u> </u>	
1072			:	Teacher Only Teacher Only	(Drop-down selection) (Drop-down selection)		}	
1073				Teacher Only	(Drop-down selection)		ļ	
1074	(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							}	ConnSB: Speak and
1075		}		Student/Teacher	Activity	9781531127244	375	Listen
1076				Student/Teacher	Narrative	9781531127244	144	ConnSB: Third Read: Analyzing How an Author Responds to Other Viewpoints
				Student/Teacher	Activity	9781531127244	145	ConnSB: Speak and
1077		<u> </u>	<u>.</u>		· · · ·	5701551127244	£	Listen
1078				Student/Teacher	Narrative	9781531127244	120	ConnSB: Step 2
1079 1080		}		Teacher Only Teacher Only	Narrative Activity		}	
1081		}		Teacher Only	(Drop-down selection)		*	
1082			;	Teacher Only	(Drop-down selection)		}	
1083				Teacher Only	(Drop-down selection)			
1084	(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
					*			ConnSB: Focus
1085				Student/Teacher	Activity	9781531127244	83	on Analyzing Text Organizational Structures: Objective
		{		Student/Teacher	Narrative	9781531127244	429	ConnSB: Focus on
1086		}				{	Ş	Analyzing Structure
1087		}		Student/Teacher	Activity	9781531127244	85 430	ConnSB: Write ConnSB: Question 1
1088 1089				Student/Teacher Teacher Only	Activity Narrative	9781531127244	430	Connois: Question 1
1085				Teacher Only	Activity		<u> </u>	
1091				Teacher Only	(Drop-down selection)			
1092				Teacher Only Teacher Only Teacher Only	(Drop-down selection) (Drop-down selection)			
1093	(9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to			leacher Only	(Drop-down selection)			
1094	analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's caft 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)
		1		Student/Teacher	Activity	9781531126025	426	Essential Guide: Try It Out: Previewing
1095		<u> </u>		Student/Teacher	Narrative	9781531127244	384	and Reading a Text ConnSB: instructions
1096		1		Siludent/Teacher	Narrative	9/0153112/244	304	ConnSB: instructions

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	Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Hyperlink to Location for
13						<u>}</u>		Electronic Programs
						}	{	ConnSB: First Read:
				Student/Teacher	Activity	9781531127244	385	Analyzing Characters'
1097	[ 	}			: ••••••••••••••••••••••••••••••••••••	}	į	Motivations: Objective
								ConnSB: First Read:
1098				Student/Teacher	Activity	9781531127244	10	Making Inferences:
1098				Tarahar Oak	Marcan these	}	{	Objective
1100		{		Teacher Only Teacher Only	Narrative Activity	{	}	
1100		}		Teacher Only	(Drop-down selection)	}	{······	
1101				Teacher Only	(Drop-down selection)	}	}	
1102		\$		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)
				o			400	Essential Guide: Try It Out: Previewing
1105	<u> </u>	{		Student/Teacher	Activity	9781531126025	426	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	{. <b>.</b>	}	
1110		}		Teacher Only Teacher Only	Activity (Drop-down selection)	}	{	
1111		}			(Drop-down selection)	}	}	
1112	<u>.</u>	}		Teacher Only Teacher Only	(Drop-down selection) (Drop-down selection)	}	<u>}</u>	
1113	(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	ļ	·		Teacher Only	Activity (Drop-down selection)	}	<u>}</u>	
1121		,		Teacher Only		<u>{</u>	}	
1122		}				1	1	
1122 1123				Teacher Only Teacher Only	(Drop-down selection) (Drop-down selection)	<u> </u>		
	(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	Teacher Only Teacher Only Student/Teacher	(Drop-down selection) (Drop-down selection) Narrative	9781531127244 9781531127244	63	ConnSB: Second Read: Analyzing Authors' Points of View ConnSB: Chart

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	Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Hyperlink to Location for
13								Electronic Programs
				Student/Teacher	Narrative	9781531127244	414	ConnSB: Focus on Comparing Points of View
1126					handavo	0101001121211		in Primary Sources
1127				Student/Teacher	Activity	9781531127244	415	ConnSB: Write
1128		[		Student/Teacher	(Drop-down selection)		}	
1129 1130				Teacher Only	Narrative		}	
1130				Teacher Only Teacher Only	Activity (Drop-down selection)		}	
1132				Teacher Only Teacher Only	(Drop-down selection) (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
1154		<u>}</u>						ConnSB: Speak and
1135		<u> </u>		Student/Teacher	Activity	9781531127244	280	Listen
				o	N 6			ConnSB: Focus on
1120				Student/Teacher	Narrative	9781531127244	279	Recognizing Dramatic
1136 1137				Student/Teacher	Activity	9781531127244	286	Irony ConnSB: Question 2
1157		}			Addivity	3701001121244	200	ConnSB: Focus on
				Student/Teacher	Narrative	9781531127244	342	Recognizing How Irony
1138 1139				Teacher Only	Narrative		}	Creates Humor
1140		\$		Teacher Only	Activity			·····
1141				Teacher Only Teacher Only	(Drop-down selection)			
1142		[		Teacher Only	(Drop-down selection)		<u>.</u>	
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
1144				Student/Teacher	Activity	9781531127244	63	ConnSB: Chart
		· · · · · · · · · · · · · · · · · · ·		Student/Teacher	Narrative	9781531126025	152	Essential Guide: Elements of Literature
1146		<u> </u>				}	<	(Black D Head)
1147		<u>}</u>		Student/Teacher	Activity	9781531127244	64	ConnSB: Write
1148				Student/Teacher	Activity	9781531127244	64	ConnSB: Speak and Listen
1148		<u>.</u>		Teacher Only	Narrative		{	
1150		ļ		Teacher Only	Activity		[	
1151				Teacher Only	(Drop-down selection)		{	
1152 1153				Teacher Only Teacher Only	(Drop-down selection) (Drop-down selection)		}	
1153	(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
		<u>}</u>		Student/Tb	A att . 14 .	0791591197044	290	ConnSB: Speak and
1155				Student/Teacher	Activity	9781531127244	280	Listen
1156				Student/Teacher	Narrative	9781531127244	279	ConnSB: Focus on Recognizing Dramatic Irony

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13	Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Hyperlink to Location for Electronic Programs
1157				Student/Teacher	Activity	9781531127244	286	ConnSB: Question 2
				Student/Teacher	Narrative	9781531127244	342	ConnSB: Focus on Recognizing How Irony
1158 1159				Teacher Only	Narrative			Creates Humor
1160				Teacher Only	Activity	<u>+</u>	\$	
1161			;	Teacher Only	(Drop-down selection)	}	]	:
1162				Teacher Only Teacher Only	(Drop-down selection)		<u>}</u>	<u>.</u>
1163				Leacher Only	(Drop-down selection)	}	} 5	
1164	(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
1165		{	÷	Student/Teacher	Activity	9781531127244	212	ConnSB: Write
1166				Student/Teacher	Narrative	9781531127244	43	ConnSB: Focus on Comparing the Themes, Style, and Structure#of Multiple Texts
1167				Student/Teacher	Activity	9781531127244	312	ConnSB: Focus on Comparing and Contrasting Narrative#Poetry and Prose
				Student/Teacher	Narrative	9781531126025	438	Essential Guide: Fiction and Drama
1168		}				9761331120023	430	row
1169 1170		}		Teacher Only	Narrative	}	{	<u>.</u>
1170		{		Teacher Only	Activity	{	}	
11/1				Teacher Only Teacher Only	(Drop-down selection) (Drop-down selection)	•	*	
				Teacher Only Teacher Only Teacher Only	(Drop-down selection) (Drop-down selection)	·····		• •
<u>1172</u> 1173	(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	Teacher Only	(Drop-down selection)	9781531127244	43	ConnSB: Focus on Comparing the Themes, Style, and Structure#of Multiple Texts
1172 1173 1173	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			Teacher Only Teacher Only Student/Teacher	(Drop-down selection) (Drop-down selection) Narrative			Comparing the Themes, Style, and Structure#of Multiple Texts ConnSB: Speak and
<u>1172</u> 1173	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			Teacher Only Teacher Only	(Drop-down selection) (Drop-down selection)	9781531127244 9781531127244	43 45	Comparing the Themes, Style, and Structure#of Multiple Texts ConnSB: Speak and Listen
1172 1173 1173 1174 1175 1176	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			Teacher Only Teacher Only Student/Teacher Student/Teacher Student/Teacher	Chop-down selection)     (Drop-down selection)     Narrative     Activity     Narrative	9781531127244 9781531126025	45 152	Comparing the Themes, Style, and Structure#of Multiple Texts ConnSB: Speak and Listen Essential Guide: Point of View and Speaker
1172 1173 1174 1174	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			Teacher Only Teacher Only Student/Teacher Student/Teacher	(Drop-down selection)     (Drop-down selection)     Narrative     Activity	9781531127244	45	Comparing the Themes, Style, and Structure#of Multiple Texts ConnSB: Speak and Listen Essential Guide: Point of View and Speaker ConnSB: Chart
1172 1173 1173 1174 1175 1176 1177 1178	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			Teacher Only Teacher Only Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher	Crop-down selection)     (Drop-down selection)     (Drop-down selection)     Narrative     Activity     Narrative     Activity     Narrative	9781531127244 9781531126025	45 152	Comparing the Themes, Style, and Structure#of Multiple Texts ConnSB: Speak and Listen Essential Guide: Point of View and Speaker
1172 1173 1173 1174 1175 1176 1177 1178 1179	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			Teacher Only Teacher Only Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher	Crop-down selection)     (Drop-down selection)     (Drop-down selection)     Narrative     Activity     Narrative     Activity     Narrative     Narrative     Narrative     Narrative	9781531127244 9781531126025 9781531127244	45 152 185	Comparing the Themes, Style, and Structure#of Multiple Texts ConnSB: Speak and Listen Essential Guide: Point of View and Speaker ConnSB: Chart ConnSB: Third Read: Evaluating Media
1172 1173 1173 1173 1174 1175 1176 1177 1178 1179 1180	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			Teacher Only Teacher Only Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Teacher Only Teacher Only	Chop-down selection)     (Drop-down selection)     (Drop-down selection)     Narrative     Activity     Narrative     Activity     Narrative     Activity     Narrative     Activity	9781531127244 9781531126025 9781531127244	45 152 185	Comparing the Themes, Style, and Structure#of Multiple Texts ConnSB: Speak and Listen Essential Guide: Point of View and Speaker ConnSB: Chart ConnSB: Third Read: Evaluating Media
1172 1173 1173 1173 1174 1175 1176 1177 1178 1179 1180 1181	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			Teacher Only Teacher Only Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Teacher Only Teacher Only	Crop-down selection)     (Drop-down selection)     (Drop-down selection)     Narrative     Activity     Narrative     Activity     Narrative     Narrative     Narrative     Activity     Orop-down selection)	9781531127244 9781531126025 9781531127244	45 152 185	Comparing the Themes, Style, and Structure#of Multiple Texts ConnSB: Speak and Listen Essential Guide: Point of View and Speaker ConnSB: Chart ConnSB: Third Read: Evaluating Media
1172 1173 1173 1174 1175 1176 1177 1178 1179 1180	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			Teacher Only Teacher Only Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Teacher Only Teacher Only	Chop-down selection)     (Drop-down selection)     (Drop-down selection)     Narrative     Activity     Narrative     Activity     Narrative     Activity     Narrative     Activity	9781531127244 9781531126025 9781531127244	45 152 185	Comparing the Themes, Style, and Structure#of Multiple Texts ConnSB: Speak and Listen Essential Guide: Point of View and Speaker ConnSB: Chart ConnSB: Third Read: Evaluating Media
1172 1173 1174 1175 1176 1177 1178 1180 1181 1182 1183	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: (9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical using influence and communicate meaning within a variety of fexts. 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:			Teacher Only Teacher Only Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Teacher Only Teacher Only Teacher Only Teacher Only	Crop-down selection)     (Drop-down selection)     (Drop-down selection)     Narrative     Activity     Narrative     Activity     Narrative     Narrative     Narrative     Activity     Orop-down selection)	9781531127244 9781531126025 9781531127244	45 152 185	Comparing the Themes, Style, and Structure#of Multiple Texts ConnSB: Speak and Listen Essential Guide: Point of View and Speaker ConnSB: Chart ConnSB: Third Read: Evaluating Media
1172 1173 1173 1174 1175 1176 1177 1177 1177 1177 1178 1180 1181 1181	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: (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 emeaning within a variety of texts. The student emeaning within a variety of texts. The student emeaning within a	(F) analyze how the author's use of language	(iii) analyze how the author's use of language	Teacher Only Teacher Only Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Teacher Only Teacher Only Teacher Only Teacher Only	Crop-down selection)     (Drop-down selection)     (Drop-down selection)     Narrative     Activity     Narrative     Activity     Narrative     Activity     Narrative     Activity     (Drop-down selection)     (Drop-down selection)	9781531127244 9781531126025 9781531127244 9781531127244	45 152 185 185	Comparing the Themes, Style, and Structur#of Multiple Texts ConnSB: Speak and Listen Essential Guide: Point of View and Speaker ConnSB: Chart ConnSB: Third Read: Evaluating Media Portrayals of#a Topic

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	Knowledge and Skills Statement	Student Expectation	Breakout	ltem Type	Citation Type	Component ISBN	Page (s)	Hyperlink to Location for
13								Electronic Programs
								ConnSB: Focus on
				Student/Teacher	Narrative	9781531127244	43	Comparing the Themes,
1186								Style, and Structure#of Multiple Texts
1187		<u>}</u>		Student/Teacher	Activity	9781531127244	44	ConnSB: Chart
				Student/Teacher	Narrative	9781531126025	434	Essential Guide: Style and tone row of
1188 1189						0101001120020		chart
1189				Teacher Only Teacher Only	Narrative Activity		}	
1191				Teacher Only	(Drop-down selection)			· · · · · · · · · · · · · · · · · · ·
1192				Teacher Only	(Drop-down selection)			
1193				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:	(G) explain the purpose of metorical 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
1194								
1195				Student/Teacher	Activity	9781531127244	101	ConnSB: Speak and Listen
1195				Student/Teacher	Narrative	9781531126025	191	Essential Guide: Rhetorical Device or Faulty Reasoning? (Black D Head)
1150				Student/Teacher	A	9781531127244	411	ConnSB: Question 2 and
1197		}		Student/Teacher	Activity	9701551127244	411	3
1198				Student/Teacher	Activity	9781531127244	411	ConnSB: Speak and
1198				Teacher Only	Narrative			Listen
1200				Teacher Only	Activity			
1201 1202				Teacher Only	(Drop-down selection)			
1202	•••••••••••••••••••••••••••••••••••••••		•••••••••••••••••••••••••••••••••••••••	Teacher Only Teacher Only	(Drop-down selection) (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 metorical 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
				Student/Teacher	Activity	9781531127244	440	ConnSB: Preview
1205		<u>.</u>						Concepts ConnSB: Focus on
1206				Student/Teacher	Narrative	9781531127244	451	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 1211		<u>.</u>		Teacher Only	Activity (Drop down coloction)			
1211				Teacher Only Teacher Only	(Drop-down selection) (Drop-down selection)			
1212				Teacher Only	(Drop-down selection) (Drop-down selection)			
1214	(10) Composition: listening, speaking, reading, writing, and thinking using multiple textswriting 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	<ol> <li>plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies</li> </ol>	Student/Teacher	Narrative	9781531126025	4	Esssential Guide: Planning: Consider Genre and Audience (Black B_head)
				Student/Teacher	Activity	9781531127244	398	ConnSB: Step 2, third
1215		}			· · · ·		\$	bullet

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	Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Hyperlink to Location for
13					<u>.</u>			Electronic Programs
				Student/Teacher	Narrative	9781531126025	63	Essential Guide: Determining the Genre
1216		<u>}</u>						(Blue runin Head)
				Student/Teacher	Activity	9781531127244	284	ConnSB: Write a Frame
1217		<u>}</u>		Student/Teacher	Narrative		252	Narrative
1218		{				9781531127244	252	ConnSB: Organize Ideas
1219 1220				Teacher Only	Narrative			
1220		<u>+</u>		Teacher Only Teacher Only	Activity (Drop-down selection)	• • • • • • • • • • • • • • • • • • • •		
1222		}	\$	Teacher Only	(Drop-down selection)		••••••••••••••••••••••••••••••	
1223		\$ }		Teacher Only	(Drop-down selection)			
1224	(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	<ul> <li>(i) develop drafts into a focused piece of writing by organizing with purposeful structure, including an introduction</li> </ul>		Narrative	9781531126025	66	Essential Guide: Drafting the Introduction (Black B_head)
		}		Otuda at/Ta ask as	A -41 -14 -	0704504407044	400	ConnSB: Argumentative
1225		}		Student/Teacher	Activity	9781531127244	436	Essay
T		{		Student/Teacher	Narrative	9781531126025	83	Essential Guide: Sample outline,
1226				Student/Teacher	Inditative		[	Section I, "Introduction"
1227		{		Student/Teacher	Activity	9781531127244	466	ConnSB: Organize Ideas
				Student/Teacher	Narrative	9781531127244	251	ConnSB: Draft Introductory
1228		<u>}</u>						Statements
1229 1230		{······	<u>.</u>	Teacher Only	Narrative			
1230		}		Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only	Activity (Drop-down selection)			
1232		{		Teacher Only	(Drop-down selection) (Drop-down selection)		}	
1232		\$		Teacher Only	(Drop-down selection)			
1234	(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	<ul> <li>(ii) develop drafts into a focused piece of writing by organizing with purposeful structure, including transitions</li> </ul>	Student/Teacher	Narrative	9781531127244	254	ConnSB: Use Transitions
1235		{		Student/Teacher	Activity	9781531127244	436	comise: Argumentative
1236		<u>}</u>	·	Student/Teacher	Narrative	9781531126025	7	Essential Guide: Focusina: Choose
1237				Student/Teacher	Activity	9781531127244	470	ConnSB: Final Peer
1238		}		Student/Teacher	Activity	9781531127244	356	ConnSB: Final Essay
1239		{		Teacher Only	Narrative			
1240		}		Teacher Only	Activity		{	
1241		<u> </u>		Teacher Only Teacher Only	(Drop-down selection) (Drop-down selection)			
1242 1243				Teacher Only Teacher Only	(Drop-down selection) (Drop-down selection)		}	
	(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts-writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(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
4		(						Review
1245			<u>,</u>	~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~	,			
1245 1246				Student/Teacher	Narrative	9781531126025	56	Essential Guide: Coherence (Blue runin Head)
1246				Student/Teacher Student/Teacher	Narrative Activity	9781531126025 9781531127244	56 124	Head) ConnSB: First Peer
<u>1246</u> 1247				Student/Teacher	Activity			Head)
1246 1247 1248				Student/Teacher Student/Teacher	Activity (Drop-down selection)			Head) ConnSB: First Peer
1246 1247 1248 1249				Student/Teacher Student/Teacher Teacher Only	Activity (Drop-down selection) Narrative			Head) ConnSB: First Peer
1246 1247 1248 1249 1250				Student/Teacher Student/Teacher Teacher Only Teacher Only	Activity (Drop-down selection) Narrative Activity			Head) ConnSB: First Peer
1246 1247 1248 1249 1250 1251				Student/Teacher Student/Teacher Teacher Only	Activity (Drop-down selection) Narrative Activity			Head) ConnSB: First Peer
1246 1247 1248 1249 1250				Student/Teacher Student/Teacher Teacher Only Teacher Only	Activity (Drop-down selection) Narrative			Head) ConnSB: First Peer

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	Knowledge and Skills Statement	Student Expectation	Breakout	ltem Type	Citation Type	Component ISBN	Page (s)	Hyperlink to Location for
13								Electronic Programs
1254	(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	Esential Guide: Checking for Unity and Coherence (Blue runin Head)
1255		+		Student/Teacher	Activity	9781531127244	356	ConnSB: Final Essay Essential Guide: Check for Coherence
				Student/Teacher	Narrative	9781531126025	112	Essential Guide: Check for Coherence
1256		ļ		Student/Teacher	Nallauve	3701331120023	112	(Blue runin Head)
1257]		Student/Teacher	Activity	9781531127244	125	ConnSB: Think Big, second box
1258				Student/Teacher	Activity	9781531127244	469	ConnSB: Second Peer
1258		-}		Teacher Only	Narrative		}	Review
1260				Teacher Only	Activity	•••••••••••••••••••••••••••••••••••••••		
1261		}		Teacher Only	(Drop-down selection)	}		
1262				Teacher Only	(Drop-down selection)	ļ	Į	
1263				Teacher Only	(Drop-down selection)	1	Į	
1264	(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
1265		}		Student/Teacher	Activity	9781531127244	252	ConnSB: Organize Ideas
1266		{		Student/Teacher	Narrative	9781531126025	68	Essential Guide: conclusion (bold term in text)
1267				Student/Teacher	Activity	9781531127244	469	ConnSB: Second Peer Review
1268				Student/Teacher	Narrative	9781531126025	220	Essential Guide: Drafting the Conclusion (Black B_head)
1269		}		Teacher Only	Narrative		}	
1270		ļ		Teacher Only	Activity	<u> </u>	<u>}</u>	
1271 1272		•		Teacher Only Teacher Only	(Drop-down selection)			
1272		***********		Teacher Only Teacher Only	(Drop-down selection) (Drop-down selection)	<u>+</u>	<u> </u>	
1273	(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
1276				Student/Teacher	Narrative	9781531126025	8	Essential Guide: Focusing: Gathering Facts, Details, and Examples (Black B head)
1277				Student/Teacher	Activity	9781531127244	351	ConnSB: Exercises to recall facts
1278				Student/Teacher	Narrative	9781531126025	77	Essential Guide: Types of Details Used in Informative Essays (table)
1279				Teacher Only	Narrative		[
1280				Teacher Only	Activity			
1281 1282				Teacher Only Teacher Only	(Drop-down selection) (Drop-down selection)		<u>}</u>	
1282		÷		Teacher Only	(Drop-down selection) (Drop-down selection)	ł	{·····	
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13	Knowledge and Skills Statement	Student Expectation	Breakout	ltem Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
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	ConnSB: Final Essay Essential Guide: Types of Details Used in Informative Essays (table)
1289		{		Teacher Only	Narrative	{	}	
1290 1291		<u>}</u>		Teacher Only Teacher Only	Activity (Drop-down selection)	}	<u>.</u>	
1292		}		Teacher Only	(Drop-down selection) (Drop-down selection)	}		
1293		1		Teacher Only	(Drop-down selection)	}	1	
1204	(10) Composition: listening, speaking, reading, writing, and thinking using multiple textswriting 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)
1294 1295				Student/Teacher	Activity	9781531127244	356	ConnSB: Final Essay Essential Guide: Types of Details Used
1296				Student/Teacher	Narrative	9781531126025	77	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 1300		}		Teacher Only Teacher Only	Narrative Activity	}	<u> </u>	
1301		·····		Teacher Only Teacher Only	Activity (Drop-down selection)	{		
1302				Teacher Only	(Drop-down selection)	{	ļ	
1303		}		Teacher Only	(Drop-down selection)		1	
1004	(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)
1304		}		.		}	<u>.</u>	ConnSB: Argumentative
1305		}		Student/Teacher	Activity	9781531127244	436	Essay Essential Guide: Sample outline,
1306		<u> </u>		Student/Teacher	Narrative	9781531126025	83	Section I, "Introduction"
1307		<u> </u>		Student/Teacher	Activity	9781531127244	466	ConnSB: Organize Ideas ConnSB: Draft Introductory
1308		{		Student/Teacher	Narrative	9781531127244	251	Statements
1309 1310		}		Teacher Only	Narrative	}	<u>.</u>	
1310		{		Teacher Only Teacher Only	Activity (Drop-down selection)	{	}	
1312]		Teacher Only	(Drop-down selection)	}	[
1313		}		Teacher Only	(Drop-down selection)	}	}	

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13	Knowledge and Skills Statement		Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
1314	(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
		1		Student/Teacher	Activity	9781531127244	436	ConnSB: Argumentative
1315		<u>}</u>				{	}	Essay Essential Guide: Focusing: Choose
1316				Student/Teacher	Narrative	9781531126025	7	and Limit a Subject (Black B_head)
1217				Student/Teacher	Activity	9781531127244	470	ConnSB: Final Peer Review
1317 1318		}		Student/Teacher	Activity	9781531127244	356	ConnSB: Final Essay
1319		}		Teacher Only	Narrative			
1320 1321		<u>}</u>		Teacher Only Teacher Only	Activity (Drop-down selection)	{·····	}	
1322		***************************************	\$	Teacher Only Teacher Only	(Drop-down selection) (Drop-down selection)	}	<u> </u>	
1323		{		Teacher Only Teacher Only	(Drop-down selection) (Drop-down selection)			
	(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts-writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(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)
1324				Student/Teacher	Activity	9781531127244	469	ConnSB: Second Peer
1325 1326				Student/Teacher	Narrative	9781531126025	56	Review Essential Guide: Coherence (Blue runin Head)
1327				Student/Teacher	Activity	9781531127244	124	ConnSB: First Peer Review
1328		[Student/Teacher	(Drop-down selection)	[
1329 1330				Teacher Only Teacher Only	Narrative Activity	}	}	•••••••••••••••••••••••••••••••••••••••
1331		*		Teacher Only	(Drop-down selection)	{		*
1332		}		Teacher Only	(Drop-down selection)	}		
1333		<u> </u>		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 1340				Teacher Only Teacher Only	Narrative Activity	}		
1341		3	·	Teacher Only	(Drop-down selection)	·····	{	
1342		}		Teacher Only	(Drop-down selection)	}		
1343				Teacher Only	(Drop-down selection)	()	

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	~	5					,	Specific Location or
	Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Hyperlink to Location for
13	g							Electronic Programs
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
				Student/Teacher	Narrative	9781531126025	68	Essential Guide: conclusion (bold term
1346		<u> </u>			Nanauve	0101001120020		in text)
				Student/Teacher	Activity	9781531127244	469	ConnSB: Second Peer Review
1347						{	}	Essential Guide: Drafting the
1348				Student/Teacher	Narrative	9781531126025	220	Conclusion (Black B_head)
1349				Teacher Only	Narrative	{	}	
1350				Teacher Only	Activity	<u> </u>	<u>}</u>	
1351		ł		Teacher Only Teacher Only	(Drop-down selection) (Drop-down selection)	}	{	
1352 1353		}		Teacher Only	(Drop-down selection)	<u>{</u>	<u> </u>	
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	}	<u> </u>	
1360				Teacher Only	Activity	{	<u> </u>	
1361 1362		÷		Teacher Only Teacher Only	(Drop-down selection) (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)
		******		Student/Teacher	Activity	9781531127244	122	ConnSB: Write a Working
1365				Student/Teacher		9781531127244	247	Outline ConnSB: Gather
1366		<i>{.</i>			:	<u>}</u>	§	Information
1367 1368				Student/Teacher Student/Teacher	Activity Narrative	9781531127244 9781531126025	356 77	ConnSB: Final Essay Essetial Guide: Types of Details Used in Informative Essays (table)
1369		Į		Teacher Only	Narrative	Į	ļ	
1370 1371				Teacher Only Teacher Only	Activity (Drop-down selection)	}	}	
1371				Teacher Only Teacher Only	(Drop-down selection)	}		
1372		·		Teacher Only	(Drop-down selection)	<u> </u>	1	

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13	Knowledge and Skills Statement	Student Expectation	Breakout	ltem Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
1374	(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)
1375		<u>}</u>	•	Student/Teacher	Activity	9781531127244	356	ConnSB: Final Essay
1376				Student/Teacher	Narrative	9781531126025	77	Essential Guide: Types of Details Used in Informative Essays (table)
1377				Student/Teacher	Activity	9781531127244	122	ConnSB: Write a Working Outline
1378				Student/Teacher	Narrative	9781531127244	247	ConnSB: Gather Information
1379 1380				Teacher Only Teacher Only	Narrative Activity	<u> </u>	}	
1381		<u>;</u>		Teacher Only	(Drop-down selection)		{	
1382 1383				Teacher Only Teacher Only	(Drop-down selection) (Drop-down selection)		}	
	(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts-writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(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	(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
<u>1384</u> 1385		examples		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 1389		}		Student/Teacher	Activity	9781531127244	468	ConnSB: Step 4
1390		******		Teacher Only Teacher Only	Narrative Activity			
1391		{		Teacher Only	(Drop-down selection)	{		
1392 1393				Teacher Only Teacher Only	(Drop-down selection) (Drop-down selection)	}	}	
	(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts-writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(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 1400		<u>.</u>		Teacher Only Teacher Only	Narrative Activity	}		
1401 1402		{		Teacher Only	(Drop-down selection)	}	}	
1402		<u>}</u>		Teacher Only Teacher Only	(Drop-down selection) (Drop-down selection)	}		

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	Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Hyperlink to Location for
13	-							Electronic Programs
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)
				Student/Teacher	Activity	9781531127244	124	ConnSB: First Peer
1405				Student/Teacher	Narrative	9781531126025	56	Review Essential Guide: Coherence (Blue runin
1406							}	Head) ConnSB: First Peer
1407		<u> </u>		Student/Teacher	Activity	9781531127244	124	Review
1408				Student/Teacher	Activity	9781531127244	466	ConnSB: Organize Ideas
1409 1410				Teacher Only	Narrative Activity		}	
1410		<u> </u>		Teacher Only Teacher Only	Activity (Drop-down selection)		<u>}</u>	
1412		}		Teacher Only	(Drop-down selection)			
1413		<u>}</u>	······	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
				Student/Teacher	Activity	9781531127244	469	ConnSB: Second Peer
1418 1419				Teacher Only	Narrative		}·····	Review
1420			\$	Teacher Only Teacher Only	Activity	••••••••	§	
1421		}		Teacher Only	(Drop-down selection)		}	
1422				Teacher Only	(Drop-down selection)		}	
1423				Teacher Only	(Drop-down selection)		<u> </u>	
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
				Student/Teacher	Narrative	9781531126025	68	Essential Guide: conclusion (bold term
1426				Student/Teacher	Activity	9781531127244	469	in text) ConnSB: Second Peer
1427		-}			,		<u>}</u>	Review
1428				Student/Teacher	Narrative	9781531126025	220	Essential Guide: Drafting the Conclusion (Black B head)
1428				Teacher Only	Narrative		<u>}</u>	o neau)
1430		1		Teacher Only	Activity		1	
1431		<u>.</u>		Teacher Only	(Drop-down selection)		Į	
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Bit method Andree Andre Andr	1434	writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The	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	writing by developing an engaging idea reflecting	Student/Teacher	Narrative		247	Information
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455	1454	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	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	writing by developing an engaging idea reflecting				8	Facts, Details, and Examples (Black B_head)
456 Student/Teacher Narative 9781531126025 77 Essential Guide: Types of Delars Osed Informative Essays (table) 457	1455		{		Student/Teacher	Activity	9781531127244	356	ConnSB: Final Essay
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460 Teacher Only Activity 451 Teacher Only (Drog-down selection) 462 Teacher Only (Drog-down selection) 463 Teacher Only (Drog-down selection) (10) Composition: listening, speaking, reading, writing, and thinking using multiple texts-writing process (C) revise drafts for clarity, development, organization, style, word choice, and sentence variety (i) revise drafts for clarity, development, organization, style, word choice, and sentence variety (i) revise drafts for clarity 464 Narrative 9781531126025 112	1458		ļ			!	9781531127244	241	
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463 Teacher Only (Dop-down selection) (10) Composition: listening, speaking, reading, writing, and thinking using multiple texts-writing process. The student uses the writing process. The student uses the writing process are using to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: (O) 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) 464 464 Kate of the sentence of the	1461		}		Teacher Only		}	<u>{</u>	
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465 Student/Teacher Activity 9781531127244 378 ConnSB: Poem	1464	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	organization, style, word choice, and sentence	(i) revise drafts for clarity	Student/Teacher	Narrative			runin Head)
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	Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Hyperlink to Location for
13								Electronic Programs
				Student/Teacher	Narrative	9781531126025	87	Essential Guide: As You Revise:
1466		}		0. J. J	A 17 71	9781531127244	101	Colorful Verbs ConnSB: Step 4
1467		}		Student/Teacher	Activity	{	124	ConnSB: Think small
1468				Student/Teacher	Activity	9781531127244	470	second box
1469		{		Teacher Only	Narrative		<u>}</u>	
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1471		<u>}</u>		Teacher Only Teacher Only	(Drop-down selection) (Drop-down selection)	<u>}</u>	<u>}</u>	
1473		1		Teacher Only	(Drop-down selection)			
1474	(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts-writing process. The student uses the writing process recursively to compose multiple text sthat 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 development	Student/Teacher	Narrative	9781531126025	146	Essential Guide: Development of Ideas (checklist head)
				Student/Teacher	Activity	9781531127244	398	ConnSB: Retell a Myth,
1475		{		Student/reacher	Activity	3701331127244		Step 5
1476				Student/Teacher	Narrative	9781531126025	16	Essential Guide: Content and Development of Ideas (checklist head)
		}		Student/Teacher	Activity	9781531127244	254	ConnSB: Second Peer
1477		ļ				{	<u> </u>	Review
1478 1479		<u>}</u>		Student/Teacher Teacher Only	Activity Narrative	9781531127244	91	ConnSB: Step 4
1479		}		Teacher Only	Activity	}	<u> </u>	
1481				Teacher Only	(Drop-down selection)	{	<u>}</u>	
1482		}	ļ	Teacher Only	(Drop-down selection)	}	Į	
1483		}		Teacher Only	(Drop-down selection)	}	{	:
1484	(10) Composition: listening, speaking, reading, writing, and thinking using multiple textswriting 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
1486				Student/Teacher	Narrative	9781531126025	213-214	Essential Guide: Revising and Editing (Blue A_Head) following content and checklist
				Student/Teacher	Activity	9781531127244	254	ConnSB: Second Peer
1487 1488		<u>}</u>		Student/Teacher	(Drop-down selection)	}	}	Review
1488				Teacher Only	Narrative	<u>}</u>	<u>}</u>	
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1494	(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)
1495				Student/Teacher	Activity	9781531127244	255	ConnSB: Final Peer Review
1496				Student/Teacher	Narrative	9781531126025	114	Essential Guide: Style and Voice (checklist head)
1497				Student/Teacher	Activity	9781531127244	398	ConnSB: Retell a Myth, Step 5
1497		<u>{</u>		Student/Teacher	Activity	9781531127244	470	ConnSB: Final Essay
1499		j		Teacher Only	Narrative			
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13	Knowledge and Skills Statement		Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
1504	(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)
				Student/Teacher	Activity	9781531127244	354	ConnSB: Second Peer Review
1505				Student/Teacher	Narrative	9781531126025	43	Essential Guide: Empty Expressions
1506				Student/Teacher	Activity	9781531127244	456	(Blue runin Head) ConnSB: Writing
1507 1508				Student/Teacher	Activity	9781531127244	378	Component, fourth bullet ConnSB: Poem
1509 1510				Teacher Only	Narrative	}		
1510				Teacher Only Teacher Only	Activity (Drop-down selection)	<u>}</u>		
1512 1513				Teacher Only Teacher Only	(Drop-down selection) (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		<u>}</u>		
1519 1520				Teacher Only Teacher Only	Narrative Activity	}		
1521				Teacher Only	(Drop-down selection)			
1522 1523				Teacher Only Teacher Only	(Drop-down selection) (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:	<ul> <li>(D) edit drafts using standard English conventions, including:</li> <li>(i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;</li> <li>(ii) consistent, appropriate use of verb tenses and active and passive voice;</li> <li>(iii) prepositions and prepositional phrases and their influence on subject-verb agreement;</li> <li>(v) pronoun-antecedent agreement</li> <li>(v) correct capitalization;</li> <li>(vi) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses; and</li> <li>(vii) correct speling, including commonly confused terms such as its/it's, affect/effect, there/their/they/re, and to/two/too</li> </ul>	(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		<u> </u>		Student/Teacher Student/Teacher	Narrative Activity	9781531126025 9781531126025	44 255	Essential Guide: Subject-Verb Agreement Essential Guide: As You Revise: Word Choice(As You
1527 1528				Student/Teacher	Activity	9781531129088	235	head) Skbk: Making Subjects and Verbs Agree
1529				Teacher Only	Narrative			
1530 1531				Teacher Only Teacher Only	Activity (Drop-down selection)	÷		
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13	Knowledge and Skills Statement		Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
	(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(D) edit drafts using standard English conventions, including: (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) consistent, appropriate use of verb tenses and active and passive voice; (iii) prepositions and prepositional phrases and their influence on subject-verb agreement; (iv) pornoun-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 1535				Student/Teacher	Activity	9781531129088	158	Skbk: 158_Identifying_Run- on_Sentences and Splices (all items)
1536				Student/Teacher	Narrative	9781531126025	187-188	Essential Guide: As You Edit: Run- ons, Splices, and Complex Sentences(As You head)
1537				Student/Teacher	Activity	9781531129088	159	Skbk: 159_Identifying_Run- on_Sentences and Splices (all items)
1538 1539				Student/Teacher Teacher Only	(Drop-down selection) Narrative			
1540				Teacher Only	Activity	[		
1541		}		Teacher Only	(Drop-down selection)	}		
1542 1543		<u> </u>		Teacher Only Teacher Only	(Drop-down selection) (Drop-down selection)	}	}	
	(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts-writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	<ul> <li>(D) edit drafts using standard English conventions, including:</li> <li>(i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;</li> <li>(ii) consistent, appropriate use of verb tenses and active and passive voice;</li> <li>(iii) prepositions and prepositional phrases and their influence on subject-verb agreement;</li> <li>(iv) pornoun-antecedent agreement</li> <li>(v) opmect capitalization;</li> <li>(vi) punctuation, including commas in nonrestrictive phrases; and clauses, semicolons, colons, and parentheses; and</li> <li>(vii) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they/re, and to/two/too</li> </ul>	(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)
1544							<u>.</u>	
1545 1546				Student/Teacher Student/Teacher	Activity Narrative	9781531129088 9781531126025	160 187-188	Skbk: Correcting Run-on Sentences (all items) 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	[	}	
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11         United controls		Knowledge and Skills Statement	Student Expectation	Proskout	Itom Tuno	Citation Type	Component ISPN	Barra (c)	
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Image: state in the state is state in the state is state in the state is state in the state is state in the state is state in the state is state in the state is state in the state is state in the state is state in the state is state in the state is state in the state is state in the state is state in the state is state in the state is state in the state is state in the state is state in the state is state in the state is state in the state is state in the state is state in the state is state in the state is state in the state is state in the state is state in the state is state in the state is state in the state is state in the state is state in the state is state in the state is state in the state is state in the state is state in the state is state in the state is state in the state is state in the state is state in the state is state in the state is state in the state is state in the state is state in the state is state in the state is state in the state is state in the state is state in the state is state in the state is state in the state is state in the state is state in the state is state in the state is state in the state is state in the state is state in the state is state in the state is state in the state is state in the state is state in the state is state in the state is state in the state is state in the state is state in the state is state in the state is state in the state is state in the state is state in the state is state in the state is state in the state is state in the state is state in the state is state in the state is state in the state is state in the state is state in the state is state in the state is state in the state is state in the state is state in the state is state in the state is state in the state is state in the state is state in the state is state in the state is state in the state is state in the state is state in the state is state in the state is state in the state is state in the state is state in the state is state in the state is state in the s		writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The	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; (v) pronoun-antecedent agreement (v) correct apitalization; (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,	conventions, including complete complex	Student/Teacher	Narrative	9781531126025	297	Essential Guide: 21 a Sentence Fragments (Blue
1555     Image: mean problem     Image: mean problem <t< td=""><td></td><td></td><td></td><td></td><td>Student/Teacher</td><td>Activity</td><td>9781531126025</td><td>5</td><td>Essential Guide: As You Edit: Complex</td></t<>					Student/Teacher	Activity	9781531126025	5	Essential Guide: As You Edit: Complex
1552     Student/Teacher     Active     078155112208     161     State Max Practice (Jiffter)       1556     1556     Student/Teacher     Cmode device (Student/Teacher     Cmode device (Student/Teacher)     Student/Teacher     Cmode device (Student/Teacher)     Student/Teacher     Cmode device (Student/Teacher)     Student/Teacher     Student/Teacher     Student/Teacher     Cmode device (Student/Teacher)     Student/Teacher     Student/Teac							{	187-188	Essential Guide: Sentence Fragments (blue
1558		}	<u>}</u>						
1550     Teacher Only     AdWr.     AdWr.       1551     Teacher Only     One-down selection)     Teacher Only     One-down selection)       1552     Teacher Only     One-down selection)     Teacher Only     One-down selection)       1553     Teacher Only     One-down selection)     Teacher Only     One-down selection)       1553     Teacher Only     One-down selection)     Teacher Only     One-down selection)       1553     One-down selection)     Teacher Only     One-down selection)     Teacher Only       1554     One-down selection)     Teacher Only     One-down selection)     Teacher Only       1555     One-down selection)     Teacher Only     One-down selection)     Teacher Only       1555     Teacher Only     One-down selection)     Teacher Only     One-down selection)       1565     Teacher Only     One-down selection)     Teacher Only     One-down selection)       1565     Teacher Only     One-down selection)     Teacher Only     One-down selection)       1566     Teacher Only     One-down selection)     Teacher Only     One-down selection)       1567     Teacher Only     One-down selection)     Teacher Only     One-down selection)       1568     Teacher Only     Teacher Only     One-down selection)     Teacher Only					Student/Teacher	(Drop-down selection)	}	<u>.</u>	
1561       Teacher Only       Ding-down selection       Image: Constraint of the selection       Image: Constraint of the selection       Image: Constraint of the selection       Image: Constraint of the selection       Image: Constraint of the selection       Image: Constraint of the selection       Image: Constraint of the selection       Image: Constraint of the selection       Image: Constraint of the selection       Image: Constraint of the selection       Image: Constraint of the selection       Image: Constraint of the selection       Image: Constraint of the selection       Image: Constraint of the selection       Image: Constraint of the selection       Image: Constraint of the selection       Image: Constraint of the selection       Image: Constraint of the selection       Image: Constraint of the selection       Image: Constraint of the selection       Image: Constraint of the selection       Image: Constraint of the selection       Image: Constraint of the selection       Image: Constraint of the selection       Image: Constraint of the selection       Image: Constraint of the selection       Image: Constraint of the selection       Image: Constraint of the selection       Image: Constraint of the selection       Image: Constraint of the selection       Image: Constraint of the selection       Image: Constraint of the selection       Image: Constraint of the selection       Image: Constraint of the selection       Image: Constraint of the selection       Image: Constraint of the selection       Image: Constraint of the selection       Image: Constraint of the selection       Image: Constraint of the selecti			<u>}</u>		Teacher Only	Narrative	}	<b></b>	
1552       Teacher Only       Other Johns       Composition         155       0       0       156       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0 </td <td></td> <td>}</td> <td></td> <td></td> <td>Teacher Only</td> <td>(Dron-down selection)</td> <td>}</td> <td><u> </u></td> <td>÷</td>		}			Teacher Only	(Dron-down selection)	}	<u> </u>	÷
Image: speaking, reading, with operations, including:(D) edit drafts using standard English conventions, and fragments;(D) edit drafts using standard English conventions, and the prophetice on passe voice in passes voice in passes voice in passes voice in passes voice in passes voice in passes and elevent agreement;(V) edit drafts using standard English conventions, including consolitent, appropriate use of verb tenses and elevent agreement;(V) edit drafts using standard English conventions, including consolitent, appropriate use of verb tenses, and (v) pronoun-antecadent agreement;(V) edit drafts using standard English conventions, including consolitent, appropriate use of verb tenses, and (v) pronoun-antecadent agreement;(V) edit drafts using standard English conventions, including consolitent, appropriate use of verb tenses, and (v) pronound antecadent agreement;Narrative978153112724487ConnSB: Language:1565Image: Construction optical conventions, including commonly confused temses, and diverses, and conventions, and target temses; and diverses; and diver								}	
Image: conventions, including: (10) Composition: listening, speaking, reading, and fragments: (ii) consistent, appropriate use of verb tenses and process. The student uses appropriate conventions, including commas in monect deplication: (iii) process and duses appropriate conventions, including commas in monect deplication: (iv) pronoun-antecedent agreement; (iv) pronoun-antecedent agreement;	1563				Teacher Only	(Drop-down selection)			
Student/Teacher     Activity     9781531127244     297     Constant Language: Nonstant and Verbs       1565     Student/Teacher     Narative     9781531126025     308     Essential Guide: 22 B Tenses of Verbs       1566     Student/Teacher     Activity     9781531126025     59     Essential Guide: 22 B Tenses of Verbs       1567     Student/Teacher     Activity     9781531126025     59     Essential Guide: As You Edit Verb       1568     Student/Teacher     Activity     9781531127244     88     ConnSB: Practice at bottom of page	1564	writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The	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; (v) pronoun-antecedent agreement (v) correct apitalization; (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,	including consistent, appropriate use of verb	Student/Teacher	Narrative	9781531127244	87	Tenses
1566     Student/Teacher     Activity     9781531126025     59     Essential Guide: As You Edit Verb Tense(As You Edit Verb       1567     Student/Teacher     Activity     9781531127244     88     ConnSB: Practice at bottom of page	1565							1	ConnSB: Language:
1567         Student/Teacher         Activity         9781531126025         59         Tense(As You head)           1567         Student/Teacher         Activity         9781531127244         88         ConnSB: Practice at bottom of page	1566				Student/Teacher	Narrative	9781531126025	308	(Blue A_Head)
1568 Student/leacher Activity 9/8153112/244 88 bottom of page	1567				Student/Teacher	Activity	9781531126025	59	Essential Guide: As You Edit Verb Tense(As You head)
		}	<u> </u>			Activity Narrative	9781531127244	88	
			<u>}</u>				}	<u> </u>	
1570         Teacher Only         Activity           1571         Teacher Only         (Drop-down selection)			}				}	<u> </u>	
1572 Teacher Only Copy Joint Selection							1	f	:
		~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~	[	·····	Teacher Only	(Drop-down selection)		}	

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								Specific Location or
	Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Hyperlink to Location for
13		Į					<u> .</u>	Electronic Programs
	(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts-writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	 (D) edit drafts using standard English conventions, including: (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) consistent, appropriate use of verb tenses and active and passive voice; (iii) prepositions and prepositional phrases and their influence on subject-verb agreement; (iv) pornoun-antecedent agreement (v) correct capitalization; (vi) punctuation, including commas in nonrestrictive phrases; 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				Student/Teacher	Activity	9781531127244	415	ConnSB: Language: Active
1575		<u>}</u>				{		and Passive Voice ConnSB: Language:
1576		<u> </u>		Student/Teacher	Narrative	9781531127244	234	Sentence Voice and Mood
1577		}		Student/Teacher	Activity	9781531127244	235	ConnSB: Questions
1578				Student/Teacher	Activity	9781531126025	315	Essential Guide: As You Edit: Active
1578				Teacher Only	Narrative	} }	{	and Passive Voice
1580		{		Teacher Only	Activity	}	1	:
1581				Teacher Only	(Drop-down selection)	}	<u> </u>	
1582 1583		{		Teacher Only Teacher Only	(Drop-down selection) (Drop-down selection)	}	÷	
	(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts-writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	 (D) edit drafts using standard English conventions, including: (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) consistent, appropriate use of verb tenses and active and passive voice; (iii) prepositions and prepositional phrases and their influence on subject-verb agreement; (iv) pronoun-antecedent agreement (v) correct capitalization; (v) purclution, including commas in 	(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
1584		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						
		colons, and parentheses; and (vii) correct spelling, including commonly confused terms such as its/it's, affect/effect,		Student/Teacher	Activity	9781531127244	415	ConnSB: Language: Active
1585		colons, and parentheses; and (vii) correct spelling, including commonly confused terms such as its/it's, affect/effect,		Student/Teacher Student/Teacher	Activity Narrative	9781531127244 9781531127244	415	and Passive Voice ConnSB: Language:
1585 1586		colons, and parentheses; and (vii) correct spelling, including commonly confused terms such as its/it's, affect/effect,		Student/Teacher	Narrative	9781531127244	234	and Passive Voice ConnSB: Language: Sentence Voice and Mood
1585		colons, and parentheses; and (vii) correct spelling, including commonly confused terms such as its/it's, affect/effect,		Student/Teacher Student/Teacher	Narrative Activity	9781531127244 9781531127244	234 235	and Passive Voice ConnSB: Language:
1585 1586 1587 1588		colons, and parentheses; and (vii) correct spelling, including commonly confused terms such as its/it's, affect/effect,		Student/Teacher Student/Teacher Student/Teacher	Narrative Activity Activity	9781531127244	234	and Passive Voice ConnSB: Language: Sentence Voice and Mood ConnSB: Questions
1585 1586 1587 1588 1589		colons, and parentheses; and (vii) correct spelling, including commonly confused terms such as its/it's, affect/effect,		Student/Teacher Student/Teacher Student/Teacher Teacher Only	Narrative Activity Activity Narrative	9781531127244 9781531127244	234 235	and Passive Voice ConnSB: Language: Sentence Voice and Mood ConnSB: Questions Essential Guide: As You Edit: Active
1585 1586 1587 1588 1589 1590		colons, and parentheses; and (vii) correct spelling, including commonly confused terms such as its/it's, affect/effect,		Student/Teacher Student/Teacher Student/Teacher Teacher Only Teacher Only	Narrative Activity Activity Narrative Activity	9781531127244 9781531127244	234 235	and Passive Voice ConnSB: Language: Sentence Voice and Mood ConnSB: Questions Essential Guide: As You Edit: Active
1585 1586 1587 1588 1589		colons, and parentheses; and (vii) correct spelling, including commonly confused terms such as its/it's, affect/effect,		Student/Teacher Student/Teacher Student/Teacher Teacher Only	Narrative Activity Activity Narrative	9781531127244 9781531127244	234 235	and Passive Voice ConnSB: Language: Sentence Voice and Mood ConnSB: Questions Essential Guide: As You Edit: Active

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13	A Knowledge and Skills Statement	в Student Expectation	Breakout	Item Type	Citation Type	F Component ISBN	Page (s)	R Specific Location or Hyperlink to Location for Electronic Programs
1594	(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; (v) pornot-antecedent agreement; (v) ormet 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/lt'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)
1596		······		Student/Teacher	Narrative	9781531126025	44	Essential Guide: Sentence Issues (Black B head)
1597				Student/Teacher	Activity	9781531129088	75	Skbk: Adding Prepositional Phrases (all items)
1598		}		Student/Teacher	(Drop-down selection)		{	
1599				Teacher Only	Narrative		{	
1600				Teacher Only	Activity		3	:
1601		{		Teacher Only	(Drop-down selection)		<u>}</u>	
1602 1603		<u>.</u>		Teacher Only Teacher Only	(Drop-down selection) (Drop-down selection)			
1604	(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) propositions and prepositional phrases and their influence on subject-verb agreement; (v) 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	Student/Teacher	Narrative	9781531126025	258	Essential Guide: 16 A_1 Prepositional Phrases (Black B_head)
1605		1		Student/Teacher	Activity	9781531126025	258	Essential Guide: As You Write: Style
1606				Student/Teacher	Narrative	9781531126025	44	Essential Guide: Sentence Issues (Black
1607				Student/Teacher	Activity	9781531129088	75	Skbk: Adding Prepositional Phrases (all items)
1608				Student/Teacher	(Drop-down selection)		1	
1609				Teacher Only	Narrative		<u> </u>	
1610				Teacher Only	Activity		}	
1611				Teacher Only	(Drop-down selection)			
1612		<u></u>		Teacher Only Teacher Only	(Drop-down selection) (Drop-down selection)		}	÷
1613		8		leacher Only	(Drop-down selection)		3	

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Kno 13	A nowledge and Skills Statement	B Student Expectation	C Breakout	D Item Type	E Citation Type	F Component ISBN	G Page (s)	H Specific Location or Hyperlink to Location for Electronic Programs
writi proc recu legil	0) Composition: listening, speaking, reading, titing, and thinking using multiple textswriting ocess. The student uses the writing process cursively to compose multiple texts that are gible and uses appropriate conventions. The udent 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)
1615				Student/Teacher	Activity	9781531126025	259	Essential Gide: 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 1619				Student/Teacher	(Drop-down selection)			
1619				Teacher Only Teacher Only	Narrative Activity		{	
1621				Teacher Only	(Drop-down selection)			
1622 1623				Teacher Only Teacher Only	(Drop-down selection) (Drop-down selection)			
writi proo recu legil	0) Composition: listening, speaking, reading, titing, and thinking using multiple texts-writing ocess. The student uses the writing process cursively to compose multiple texts that are jible and uses appropriate conventions. The udent 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, 	(xi) edit drafts using standard English conventions, including pronoun-antecedent agreement	Student/Teacher	Narrative	9781531127244	396	ConnSB: Language: Pronoun-Antecedent Agreement
1624		there/their/they're, and to/two/too					{	
1624 1625		there/their/they're, and to/two/too		Student/Teacher	Activity	9781531127244	397	ConnSB: Questions 1 through 5
		there/their/they're, and to/two/too				1		ConnSB: Questions 1 through 5 Essential Guide: 13 B_1 Antecedents (Black B head)
1625 1626 1627		there/their/they're, and to/two/too		Student/Teacher Student/Teacher	Narrative Activity		}	through 5 Essential Guide: 13 B_1 Antecedents (Black
1625 1626 1627 1628		there/their/they're, and to/two/too		Student/Teacher Student/Teacher Student/Teacher	Narrative Activity (Drop-down selection)	9781531126025	234	through 5 Essential Guide: 13 B_1 Antecedents (Black B. head)
1625 1626 1627 1628 1629 1630		there/their/they're, and to/two/too		Student/Teacher Student/Teacher Student/Teacher Teacher Only Teacher Only	Narrative Activity (Drop-down selection) Narrative Activity	9781531126025	234	through 5 Essential Guide: 13 B_1 Antecedents (Black B. head)
1625 1626 1627 1628 1629		there/their/they're, and to/two/too		Student/Teacher Student/Teacher Student/Teacher Teacher Only	Narrative Activity (Drop-down selection) Narrative	9781531126025	234	through 5 Essential Guide: 13 B_1 Antecedents (Black B. head)

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	Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for
13								Electronic Programs
1634	(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)
1635				Student/Teacher	Activity	9781531126025	369	Essential Guide: As You Edit: Capitalization
1636				Student/Teacher	Narrative	9781531126025	19	Capitalization 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 1640				Teacher Only	Narrative	}	{	
1640				Teacher Only Teacher Only	Activity (Drop-down selection)	}	÷	÷
1642		}		Teacher Only	(Drop-down selection)	}	<u> </u>	÷
1643			*****	Teacher Only	(Drop-down selection)	}	*	
1643	(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) porneutation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses; and (vii) concet spelling, including commonly confused terms such as its/its, affect/effect, there/their/they/re, and to/two/too 	(xiii) edit drafts using standard English conventions, including punctuation, including commas in nonrestrictive phrases			9781531126025	46	Essential Guide: nonrestrictive phrase (bold term in text)
	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	 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) ocrect 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, 	conventions, including punctuation, including	Teacher Only Student/Teacher Student/Teacher	(Drop-down selection) Narrative Activity	9781531126025 9781531126025	46 275	(bold term in text) Essential Guide: As You Edit: Nonrestrictive Phrases and Commas(As You head)
1644	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	 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) ocrect 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, 	conventions, including punctuation, including	Teacher Only Student/Teacher	(Drop-down selection) Narrative Activity			(bold term in text) Essential Guide: As You Edit: Nonrestrictive Phrases and
<u>1644</u> 1645	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	 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) ocrect 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, 	conventions, including punctuation, including	Teacher Only Student/Teacher Student/Teacher Student/Teacher Student/Teacher	(Drop-down selection) Narrative Activity Narrative Activity	9781531126025	275	(bold term in text) Essential Guide: As You Edit: Nonrestrictive Phrases and Commas(As You head) Essential Guide: 27 C_4 Restrictive and Nonrestrictive Elements
<u>1644</u> 1645 1646 1647 1648	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	 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) ocrect 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, 	conventions, including punctuation, including	Teacher Only Student/Teacher Student/Teacher Student/Teacher Student/Teacher	(Drop-down selection) Narrative Activity Narrative Activity (Drop-down selection)	9781531126025 9781531126025	275	(bold term in text) Essential Guide: As You Edit: Nonrestrictive Phrases and Commas(As You head) Essential Guide: 27 C_4 Restrictive and Nonrestrictive Elements (Black B, head) Essential Guide: As You Edit: Introductory Elements and
1644 1645 1646 1647 1648 1649	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	 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) ocrect 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, 	conventions, including punctuation, including	Teacher Only Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher	(Drop-down selection) Narrative Activity Narrative Activity (Drop-down selection) Narrative	9781531126025 9781531126025	275	(bold term in text) Essential Guide: As You Edit: Nonrestrictive Phrases and Commas(As You head) Essential Guide: 27 C_4 Restrictive and Nonrestrictive Elements (Black B, head) Essential Guide: As You Edit: Introductory Elements and
1644 1645 1646 1647 1648 1649 1650	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	 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) ocrect 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, 	conventions, including punctuation, including	Teacher Only Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Teacher Only Teacher Only	(Drop-down selection) Narrative Activity Activity Orop-down selection) Narrative Activity Corop-down selection) Narrative Activity	9781531126025 9781531126025	275	(bold term in text) Essential Guide: As You Edit: Nonrestrictive Phrases and Commas(As You head) Essential Guide: 27 C_4 Restrictive and Nonrestrictive Elements (Black B, head) Essential Guide: As You Edit: Introductory Elements and
1644 1645 1646 1647 1648 1649	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	 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) ocrect 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, 	conventions, including punctuation, including	Teacher Only Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher	(Drop-down selection) Narrative Activity Narrative Activity (Drop-down selection) Narrative	9781531126025 9781531126025	275	(bold term in text) Essential Guide: As You Edit: Nonrestrictive Phrases and Commas(As You head) Essential Guide: 27 C_4 Restrictive and Nonrestrictive Elements (Black B, head) Essential Guide: As You Edit: Introductory Elements and

A B C D E F G 13 Knowledge and Skills Statement Student Expectation Breakout Item Type Citation Type Component ISBN Page (s) 13 (D) edit drafts using standard English conventions, including: (D) edit drafts using standard English F G	H Specific Location or Hyperlink to Location for Electronic Programs
(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts-writing process. The student uses the writing process and clauses, semicolons, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses; and (vi) procrutation, including commonly confused terms such as its/its, affect/effect, there/their/they're, and to/two/too (ii) complete complex sentences with subject-verb agreement; (vi) comet capitalization; (vi) pronoun-antecedent agreement (v) correct capitalization; (vi) pronoun-antecedent agreement (vi) correct capitalization; (vi) correct spelling, including commonly confused terms such as its/its, affect/effect, there/their/they're, and to/two/too Student/Teacher Narrative 9781531126025 46	Essential Guide: nonrestrictive phrase (bold term in text)
	Essential Guide: As You Edit: Restrictive and
1655 Student/Teacher Activity 9781531126025 288	Nonrestrictive Adjective Clauses(As You head)
1656 Student/Teacher Narrative 9781531126025 383	Essential Guide: 27 C_4 Restrictive and Nonrestrictive Elements (Black B head)
Student/Teacher Activity 9781531129088 137	Skbk: Writing Sentences with Adjective Clauses (all
1657 1658 Student/Teacher (Drop-down selection)	items)
1659 Green reaction (Dy Norm Section)	
1660 Teacher Only Activity	
1661 Teacher Only (Drop-down selection)	
1662 Teacher Only (Drop-down selection) 1663 Teacher Only (Drop-down selection)	
(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts-writing process. The student uses the writing process and clauses, semicolons, including commonal ecodent agreement; (v) point ustion, including commons in nonrestrictive phrases and clauses, semicolons, colons, and parentheses; and (vi) comet capitalization; (vi) comet capitalization; (vi) comet capitalization; (vi) comet capitalization; (vi) comet capitalization; (vi) comet capitalization; (vi) comet capitalization; (vi) comet capitalization; (vi) comet capitalization; (vi) comet capitalization; use use and clauses, semicolons, colons, and parentheses; and (vi) comet spelling, including commonly confused term such as its/its, affect/effect, there/their/theyre, and to/two/too Student/Teacher Narrative 9781531126025 398	Essential Guide: 29 B Semicolons (Blue A_Head)
Idea 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)	
Teacher Only Namethin	
1669 Teacher Only Narrative	
1669 Teacher Only Narrative	
1669 Teacher Only Narrative 1670 Teacher Only Activity	

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13	Knowledge and Skills Statement		Breakout	ltem Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
	(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(D) edit drafts using standard English conventions, including: (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) consistent, appropriate use of verb tenses and active and passive voice; (iii) prepositions and prepositional phrases and their influence on subject-verb agreement; (iv) pronoun-antecedent agreement (v) ormet 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	Esential Guide: 29 C Colons (Blue A_Head)
1675				Student/Teacher	Activity	9781531129088	369	Skbk: Using Colons (all items)
1070				Student/Teacher	Narrative	9781531127244	108	ConnSB: Language: Punctuation When Quoting
1676 1677				Student/Teacher	Activity	9781531129088	370	Sources Skbk: Correcting Sentences with Colons (all items)
1678		}		Student/Teacher	(Drop-down selection)	}	{	
1679				Teacher Only	Narrative	}	Į	
1680				Teacher Only	Activity	}	ļ	
1681 1682				Teacher Only Teacher Only	(Drop-down selection)	}	<u> </u>	·····
1683				Teacher Only	(Drop-down selection) (Drop-down selection)	{	}	
	(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts-writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	 (D) edit drafts using standard English conventions, including: (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) consistent, appropriate use of verb tenses and active and passive voice; (iii) prepositions and prepositional phrases and their influence on subject-verb agreement; (v) pronou-antecedent agreement (v) correct capitalization; (vi) punctuation, including commas in nonrestrictive phrases; and (vii) correct speling, 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				Student/Teacher	Activity	9781531129088	375	Skbk: Hyphens Dashes Parentheses (all items)
1686				Student/Teacher	Narrative	9781531127244	466	ConnSB: Sample in- text citation with a direct quotation:
				Student/Teacher	Activity	9781531129088	376	Skbk: Hyphens Parentheses Dashes Mixed Practice (all items)
1687								
1687 1688				Student/Teacher	(Drop-down selection)	}	<u>}</u>	
1688 1689				Student/Teacher Teacher Only	(Drop-down selection) Narrative			
1688 1689 1690				Student/Teacher Teacher Only Teacher Only	(Drop-down selection) Narrative Activity			
1688 1689				Student/Teacher Teacher Only	(Drop-down selection) Narrative			

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13	Knowledge and Skills Statement	Student Expectation	Breakout	ltem Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
1694	(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 (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)
1695		•		Student/Teacher	Activity	9781531129088	263	Skbk: Finding the Correct Word (all items)
		}		Student/Teacher	Narrative	9781531126025	349	Essential Guide: 25 B_4 Good or Well? (Black
1696 1697				Student/Teacher	Activity	9781531129088	270	B head) Skbk: Recognizing Correct Usage (all items)
1697		}	\$ {	Student/Teacher	(Drop-down selection)		<u> 1 V</u>	silan needenizing con cer oauge (un rellis)
1699				Teacher Only	Narrative	{		
1700 1701		·}		Teacher Only Teacher Only	Activity			
1701				Teacher Only	(Drop-down selection) (Drop-down selection)	{	}	÷
1703				Teacher Only	(Drop-down selection)	}		
1704	(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
				Student/Teacher	Narrative	9781531126025	89	Essential Guide: Publishing (Blue
1706				Student/Teacher	<u>.</u>	9781531127244	470	A Head) ConnSB: Final Essay
1707 1708		<u>{</u>		Student/Teacher	Activity (Drop-down selection)	9701551127244	470	comisio. Timai Essay
1709		}		Teacher Only	Narrative	{		
1710 1711 1712				Teacher Only Teacher Only Teacher Only	Activity (Drop-down selection) (Drop-down selection)			
1712				Teacher Only	(Drop-down selection)	*	}	• •
1714	(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)
1715				Student/Teacher	Activity	9781531127244	27	ConnSB: Free Verse Poetry
1716				Student/Teacher	Narrative	9781531126025	133	Essential Guide: Short Story Structure (Black B_head)
1716		<u> </u>	÷	Student/Teacher	Activity	9781531127244	169	ConnSB: Pastiche
1718		1	· · · · · · · · · · · · · · · · · · ·	Student/Teacher	(Drop-down selection)	<u>}</u>	; 	
1719 1720		<u>.</u>		Teacher Only Teacher Only	Narrative	<u> </u>	{	
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1722		{		Teacher Only	(Drop-down selection)	{	}	
1723	(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	Teacher Only Student/Teacher	(Drop-down selection) Narrative	9781531126025	120	Essential Guide: Descriptive Language (Black B_head)
1724		1		Student/Teacher	Activity	9781531127244	48	ConnSB: The Great- Grandmother's Story

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1235		(Black B_head)				Student/Teacher				
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International section Student/Teacher Narrabe 9781531125025 76 Escential Guide OueStroms 1728	iesis	Introduction and Thesi	83	9781531126025	Narrative	Student/Teacher	paragraph essays that convey information about a topic, using a clear controlling idea or thesis	paragraph essays that convey information about a topic, using a clear controlling idea or thesis	writing, and thinking using multiple texts-genres. The student uses genre characteristics and craft o compose multiple texts that are meaningful.	
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1738	ion:	Context and Impact	90	9781531127244	Activity	Student/Teacher				1737
1238	versity		70	9781531127244	Activity	Student/Teacher				
1740 Teacher City Activity 1741 Teacher City (Dop down selection) 1742 Teacher City (Dop down selection) 1743 Teacher City (Dop down selection) 1744 Teacher City (Dop down selection) 1745 Teacher City (Dop down selection) 1746 Teacher City (Dop down selection) 1747 Teacher City (Dop down selection) 1748 Teacher City (Dop down selection) 1749 Teacher City (Dop down selection) 1745 Teacher City Narrative 9781531127244 467 1745 ConrSB: First Draft ConrSB: Gater ConrSB: Gater 1745 Teacher City Narrative 9781531126025 73 Activity 1745 Student/Teacher Narrative 9781531126025 73 Activity 1745 Student/Teacher Narrative 9781531126025 73 Activity 1746 Student/Teacher Narrative 9781531127244 189 ConrSB: Wite 1745 Teacher City Narrative 9781531126025 73 Activity 1746 Student/Teacher Narrative 9781531127244 189 Co		Essay								
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1743 Teacher Only Dop-down selection Teacher Only Dop-down selection 1/10 Composition: listening, speaking, reading, witing, and thinking using multiple text-spences. The student uses gene characteristics and craft (B) compose informational texts, including multi- paragraph essays that convey information about a topic, using a clear controlling tide or thesis statement and gene characteristics (B) compose informational texts, including multi- paragraph essays that convey information about a topic, using a clear controlling tide or thesis statement and gene characteristics Student/Teacher Narrative 9781531127244 247 ConnSB: Gather Informational Writing (Ble A, Head) 1745 Image: ConnSB: Cather Informational texts, including multi- paragraph essays that convey information about a topic, using gene characteristics Student/Teacher Activity 9781531127244 247 ConnSB: Gather Informational Writing (Ble A, Head) 1746 Image: ConnSB: Cather Informational Writing (Ble A, Head) Student/Teacher Narrative 9781531127244 247 ConnSB: Write 1749 Image: ConnSB: Cather Informational Writing (Ble A, Head) Teacher Only Dop-down selection) Image: ConnSB: Write Image: ConnSB: Write 1753 Image: ConnSB: Cather Informational texts, including multi- paragraph essays that convey information about a topic, using a clear controlling teas on these statement and gene characteristics and craft Image: ConnSB: Write Student/Teacher Activity Student/Teacher Acti									~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~	
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1745 Student/Teacher Activity 9781531127244 247 ConnSB: Gather Information 1746 Student/Teacher Narrative 9781531126025 73 Essential Guide: The Struct Information 1747 Student/Teacher Narrative 9781531127244 189 ConnSB: Write 1747 Student/Teacher Activity 9781531127244 189 ConnSB: Write 1748 Student/Teacher (Drop-down selection) Essential Guide: The Struct Narrative 9781531127244 189 ConnSB: Write 1750 Teacher Only Opp-down selection) Teacher Only Opp-down selection) Information and the second selection in teacher Only Informative Informativ			467	9781531127244	Narrative	Student/Teacher	paragraph essays that convey information about	paragraph essays that convey information about a topic, using a clear controlling idea or thesis	writing, and thinking using multiple texts-genres. The student uses genre characteristics and craft o compose multiple texts that are meaningful.	1744
Image: space		ConnSB: Gather	247	9781531127244	Activity	Student/Teacher				
1748 Student/Teacher (Vipo-down selection) 1750 Teacher Only Activity 1751 Teacher Only Activity 1753 Teacher Only (Drop-down selection) 1754 Teacher Only (Drop-down selection) 1755 (ii) compose informational texts, including multiparagraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft Student/Teacher Narrative 9781531126025 28 Essential Guide: Replace Vancher 1755 Teacher Only Student/Teacher Narrative 9781531127244 467 ConrSB: First Draft <td></td> <td>Essential Guide: The S Informational Writing (A Head)</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td>		Essential Guide: The S Informational Writing (A Head)								
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1750 Teacher Only Activity 1751 Teacher Only										
1752 Teacher Only (Drop-down selection) 1753 (11) Composition: listening, speaking, reading, writing, and thinking using multiple texts-genres. The student uses genre characteristics and craft to compose mitipie texts that are meaningful. The student use spected to: (B) compose informational texts, including multiple texts, including multiple texts that are meaningful. The student use spected to: (B) compose informational texts, including multiple texts, including multiple texts that are meaningful. The student is expected to: Narrative 9781531126025 28 Essential Guide: Replace Va Concrete Details (Blue runin Head) 1755 1755 Student/Teacher Activity 9781531127244 467 ConnSB: First Draft										
1752 Teacher Only (Drop-down selection) Teacher Only (Drop-down selection) 1753 (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 use spected to: (B) compose informational texts, including multiple texts, including multiple texts share on the statement and genre characteristics and craft (III) compose informational texts, including multiple texts share on the statement and genre characteristics and craft (III) compose informational texts, including multiple texts share on the statement and genre characteristics and craft (III) compose informational texts, including multiple texts share on the statement and genre characteristics and craft (IIII) compose informational texts, including multiple texts share on the statement and genre characteristics and craft (IIII) compose informational texts, including multiple texts share on the statement and genre characteristics and craft (IIII) compose informational texts, including multiple texts share on the statement and genre characteristics and craft Student/Teacher Narrative 9781531126025 28 Essential Guide: Replace Va Concrete Details (Blue runin Head) 1754 1755 Student/Teacher Activity 9781531127244 467 ConnSB: First Draft					(Drop-down selection)	Teacher Only				
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts-genres. The student uses genre characteristics and craft to pic, using a clear controlling idea or thesis statement and genre characteristics and craft (ii) compose informational texts, including multiple texts, includi					(Drop-down selection)	Teacher Only				
writing, and thinking using multiple texts-genres. The student uses genre characteristics and craft to compose milliple texts that are meaningful. The student is expected to: 1755 1					(Drop-down selection)	Teacher Only				
1755 Studen/Teacher Activity 9761531127244 467 ConnSB: First Draft		Concrete Details (Blue	28	9781531126025			paragraph essays that convey information about	paragraph essays that convey information about a topic, using a clear controlling idea or thesis	vriting, and thinking using multiple texts-genres. The student uses genre characteristics and craft o compose multiple texts that are meaningful.	1754
		ConnSB: First Draft	467	9781531127244	Activity	Student/Teacher				
1756 Block B head)	cusing Your Subject	Essential Guide: Focu (Black B_head)								
1757 Student/Teacher Activity 9781531127244 189 ConnSB: Write			189	9781531127244	Activity	Student/Teacher				1757
Student/Teacher Narrative 9781531127244 251 ConnSB: Data Introductory	Juctory		251	2	Narrative					1758
1759 Teacher Only Narrative					Narrative	Teacher Only				1759
1760 Teacher Only Activity					Activity	Teacher Only				1760
1761 Teacher Only (Drop-down selection)					(Drop-down selection)	Teacher Only				
1762 Teacher Only (Drop-down selection) 1763 Teacher Only (Drop-down selection)					(Drop-down selection)	Teacher Only				
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	(11) Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres.							Essential Guide: Claims and
	The student uses genre characteristics and craft	(C) compose multi-paragraph argumentative texts	(i) compose multi-paragraph argumentative texts	Student/Teacher	Narrative	9781531126025	95	Counterclaims (Black
	to compose multiple texts that are meaningful.	using genre characteristics and craft	using genre characteristics			}		B_head)
	The student is expected to:	{				}		
1764 1765		<u></u>		Student/Teacher	A othuitu	9781531127244	108	ConnSB: Write
1705		{		:	Activity	,	}	ConnSB: Write a Working
1766				Student/Teacher	Narrative	9781531127244	122	Outline
1767		}		Student/Teacher	Activity	9781531127244	123	ConnSB: First Draft
1768		}		Student/Teacher	(Drop-down selection)	<u>}</u>	<u>.</u>	
1769 1770				Teacher Only Teacher Only	Narrative Activity	{	}	
1771				Teacher Only	(Drop-down selection)		*****	•
1772		]		Teacher Only	(Drop-down selection)		ļ	
1773				Teacher Only	(Drop-down selection)	{	<u> </u>	
	(11) Composition: listening, speaking, reading,					}	1	
	writing, and thinking using multiple texts-genres.						1	Essential Guide: Crafting an Argument
	The student uses genre characteristics and craft	(C) compose multi-paragraph argumentative texts using genre characteristics and craft	<ul> <li>(ii) compose multi-paragraph argumentative texts using craft</li> </ul>	Student/Teacher	Narrative	9781531126025	102-112	(Blue A_Head) and
	to compose multiple texts that are meaningful.	doing goine characteristics and start	doing oldit			{		following
1774	The student is expected to:					{		
1775		{		Student/Teacher	Activity	9781531127244	108	ConnSB: Write
				Student/Teacher	Narrative	9781531126025	113	Essential Guide: Argumentative Writing
1776		}				£	<u> </u>	Checklist
1777 1778		{		Student/Teacher	Activity	9781531127244	116	ConnSB: Prepare to Write
1779		}		Student/Teacher Teacher Only	(Drop-down selection) Narrative	{	<u>.</u>	
1780		{		Teacher Only Teacher Only	A 11 11	{	<u>;</u>	• •
1781		<u>}</u>		Teacher Only Teacher Only Teacher Only	(Drop-down selection)	{	ļ	
1782 1783		{		Teacher Only	(Drop-down selection) (Drop-down selection)	{·····	<u></u>	
1705				reacher only	(Biop-down Sciection)			
	(11) Composition: listening, speaking, reading,							
	writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft	(D) compose correspondence that reflects an	(i) compose correspondence that reflects an	Student/Teacher	Narrative	9781531126025	168	Essential Guide: Parts of an Informal,
	to compose multiple texts that are meaningful.	opinion, registers a complaint, or requests information in a business or friendly structure	opinion, registers a complaint, or requests information in a business or friendly structure	Student/Teacher	Narrative	9/81531126025	100	or Friendly, Letter (table)
	The student is expected to:					}	1	
1784 1785						}	{ {	
								0.00.5
1,05		· ·		Student/Teacher	Activity	9781531127244	168	ConnSB: Formal Letter
	· · · · · · · · · · · · · · · · · · ·			Student/Teacher Student/Teacher	Activity Narrative	9781531127244 9781531126025	168 174	Essential Guide: Letters of Request
1786				Student/Teacher	Narrative	9781531126025	174	Essential Guide: Letters of Request (Blue runin Head) ConnSB: Letter to the
1786 1787				Student/Teacher Student/Teacher	Narrative Activity	{	3	Essential Guide: Letters of Request (Blue runin Head)
1786 1787 1788				Student/Teacher Student/Teacher Student/Teacher	Narrative Activity (Drop-down selection)	9781531126025	174	Essential Guide: Letters of Request (Blue runin Head) ConnSB: Letter to the
1786 1787				Student/Teacher Student/Teacher Student/Teacher	Narrative Activity (Drop-down selection)	9781531126025	174	Essential Guide: Letters of Request (Blue runin Head) ConnSB: Letter to the
1786 1787 1788 1789 1790 1791				Student/Teacher Student/Teacher Student/Teacher Teacher Only Teacher Only Teacher Only	Narrative Activity (Drop-down selection) Narrative Activity (Drop-down selection)	9781531126025	174	Essential Guide: Letters of Request (Blue runin Head) ConnSB: Letter to the
1786 1787 1788 1789 1790 1791 1792				Student/Teacher Student/Teacher Student/Teacher Teacher Only Teacher Only Teacher Only	Narrative Activity (Drop-down selection) Narrative Activity (Drop-down selection)	9781531126025	174	Essential Guide: Letters of Request (Blue runin Head) ConnSB: Letter to the
1786 1787 1788 1789 1790 1791				Student/Teacher Student/Teacher Student/Teacher Teacher Only Teacher Only	Narrative Activity (Drop-down selection)	9781531126025	174	Essential Guide: Letters of Request (Blue runin Head) ConnSB: Letter to the
1786 1787 1788 1789 1790 1791 1792				Student/Teacher Student/Teacher Student/Teacher Teacher Only Teacher Only Teacher Only	Narrative Activity (Drop-down selection) Narrative Activity (Drop-down selection)	9781531126025	174	Essential Guide: Letters of Request (Blue runin Head) ConnSB: Letter to the
1786 1787 1788 1789 1790 1791 1792	(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.		Dispensate student-selected questions for formal	Student/Teacher Student/Teacher Student/Teacher Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only	Narrative Activity (Drop-down selection) Narrative Activity (Drop-down selection) (Drop-down selection) (Drop-down selection)	9781531126025 9781531127244	174	Essential Guide: Letters of Request (Blue runin Head) ConnSt: Letter to the Editor
1786 1787 1788 1789 1790 1791 1792	(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and		(i) generate student-selected questions for formal inquiry	Student/Teacher Student/Teacher Student/Teacher Teacher Only Teacher Only Teacher Only	Narrative Activity (Drop-down selection) Narrative Activity (Drop-down selection)	9781531126025	174	Essential Guide: Letters of Request (Blue runin Head) ConnSB: Letter to the
1786 1787 1788 1789 1790 1791 1792	(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	(A) generate student-selected and teacher-guided		Student/Teacher Student/Teacher Student/Teacher Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only	Narrative Activity (Drop-down selection) Narrative Activity (Drop-down selection) (Drop-down selection) (Drop-down selection)	9781531126025 9781531127244	174	Essential Guide: The Process of Inquiry
1786 1787 1788 1789 1790 1791 1792	(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and	(A) generate student-selected and teacher-guided		Student/Teacher Student/Teacher Student/Teacher Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only	Narrative Activity (Drop-down selection) Narrative Activity (Drop-down selection) (Drop-down selection) (Drop-down selection)	9781531126025 9781531127244	174	Essential Guide: The Process of Inquiry (Blue A_Head) Essentia Guide: The Process of Inquiry (Blue A_Head)
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1786 1787 1788 1789 1790 1791 1792 1793	(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	(A) generate student-selected and teacher-guided		Student/Teacher Student/Teacher Student/Teacher Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Student/Teacher	Narrative Activity (Drop-down selection) Narrative Activity (Drop-down selection) (Drop-down selection) (Drop-down selection) (Drop-down selection)	9781531126025 9781531127244 9781531126025 9781531126025 9781531127244	174 109 185 117	Essential Guide: Letters of Request (Blue runin Head) ConnSB: Letter to the Editor Essentia Guide: The Process of Inquiry (Blue A_Head) ConnSB: The Writing Process
1786 1787 1788 1789 1790 1791 1792 1793 1793	(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	(A) generate student-selected and teacher-guided		Student/Teacher Student/Teacher Student/Teacher Teacher Only Teacher Only Teacher Only Teacher Only Student/Teacher Student/Teacher Student/Teacher	Narrative Activity (Drop-down selection) Narrative Activity (Drop-down selection) (Drop-down selection) (Drop-down selection) (Drop-down selection) Narrative Activity Narrative	9781531126025 9781531127244 9781531126025 9781531126025 9781531127244 9781531126025	174 109 185	Essential Guide: Letters of Request (Bue runin Head) ConnSB: Letter to the Editor Essentia Guide: The Process of Inquiry (Blue A_Head) ConnSB: The Writing Process Essential Guide: Developing Inquiry
1786 1787 1788 1789 1790 1791 1792 1793 1793 1794 1795 1796	(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	(A) generate student-selected and teacher-guided		Student/Teacher Student/Teacher Student/Teacher Teacher Only Teacher Only Teacher Only Teacher Only Student/Teacher Student/Teacher	Narrative Activity (Drop-down selection) Narrative Activity (Drop-down selection) (Drop-down selection) (Drop-down selection) Narrative Activity Narrative	9781531126025 9781531127244 9781531126025 9781531126025 9781531127244 9781531126025	174 109 185 117 187	Essential Guide: Letters of Request (Blue runin Head) ConnSE: Letter to the Editor Essentia Guide: The Process of Inquiry (Blue A_Head) ConnSB: The Writing Process
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1786 1787 1788 1789 1790 1791 1792 1793 1793 1794 1795 1796 1797 1798	(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	(A) generate student-selected and teacher-guided		Student/Teacher Student/Teacher Student/Teacher Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher	Narrative Activity Orop-down selection) Narrative Activity (Drop-down selection) (Drop-down selection) (Drop-down selection) (Drop-down selection) Activity Narrative Activity Activity Activity Activity	9781531126025 9781531127244 9781531126025 9781531126025 9781531127244 9781531126025	174 109 185 117 187	Essential Guide: Letters of Request (Blue runin Head) ConnSE: Letter to the Editor Essentia Guide: The Process of Inquiry (Blue A_Head) ConnSB: The Writing Process Essential Guide: Developing Inquiry Questions (Black B. head) ConnSE: Top of Page
1786 1787 1788 1789 1790 1791 1792 1793 1794 1795 1794 1795 1796 1797 1798 1799	(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	(A) generate student-selected and teacher-guided		Student/Teacher Student/Teacher Student/Teacher Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher	Narrative Activity Orop-down selection) Narrative Activity (Drop-down selection) (Drop-down selection) (Drop-down selection) (Drop-down selection) Activity Narrative Activity Activity Activity Activity	9781531126025 9781531127244 9781531126025 9781531126025 9781531126025 9781531126025 9781531127244	174 109 185 185 117 187 249	Essential Guide: Letters of Request (Bue runin Head) ConnSE: Letter to the Editor Essentia Guide: The Process of Inquiry (Blue A_Head) ConnSB: The Writing Process Essential Guide: Developing Inquiry Questions (Black B. head) ConnSB: The roy Page ConnSB: Interview an
1786 1787 1788 1789 1790 1791 1791 1793 1794 1794 1795 1796 1797 1798 1799 1800	(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	(A) generate student-selected and teacher-guided		Student/Teacher Student/Teacher Student/Teacher Teacher Only Teacher Only Teacher Only Teacher Only Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Te	Narrative Activity (Drop-down selection) Narrative Activity (Drop-down selection) (Drop-down selection) (Drop-down selection) (Drop-down selection) Narrative Activity Narrative Activity Narrative Activity Narrative Activity Drop-down selection	9781531126025 9781531127244 9781531126025 9781531126025 9781531126025 9781531126025 9781531127244	174 109 185 185 117 187 249	Essential Guide: Letters of Request (Bue runin Head) ConnSE: Letter to the Editor Essentia Guide: The Process of Inquiry (Blue A_Head) ConnSB: The Writing Process Essential Guide: Developing Inquiry Questions (Black B. head) ConnSB: The roy Page ConnSB: Interview an
1786 1787 1788 1789 1790 1791 1792 1793 1793 1794 1795 1796 1797 1798 1799	(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	(A) generate student-selected and teacher-guided		Student/Teacher Student/Teacher Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher	Narrative Activity Diop-down selection) Narrative Activity Drop-down selection) (Drop-down selection) (Drop-down selection) (Drop-down selection) Narrative Activity Narrative Activity Activity Activity Activity Activity Activity	9781531126025 9781531127244 9781531126025 9781531126025 9781531126025 9781531126025 9781531127244	174 109 185 185 117 187 249	Essential Guide: Letters of Request (Blue runin Head) ConnSE: Letter to the Editor Essentia Guide: The Process of Inquiry (Blue A_Head) ConnSB: The Writing Process Essential Guide: Developing Inquiry Questions (Black, B. head) ConnSB: Therview an

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	(12) Inquiry and research: listening, speaking,					{		
	reading, writing, and thinking using multiple texts. The student engages in both short-term and	(A) generate student-selected and teacher-guided		Student/Teacher	Narrative	9781531126025	185	Essential Guide: The Process of Inquiry
	sustained recursive inquiry processes for a variety	questions for formal and informal inquiry	informal inquiry	olddenin redener	Handive	5701001120020	100	(Blue A_Head)
	of purposes. The student is expected to:					}		
1804 1805				<del></del> .			{	
1805		<u></u>		Student/Teacher	Activity	9781531127244	91	ConnSB: Activity 2 Essential Guide: Developing Inquiry
1806				Student/Teacher	Narrative	9781531126025	187	Questions (Black B head)
1807				Student/Teacher	Activity	9781531127244	111	ConnSB: Activity 3
1808				Student/Teacher	(Drop-down selection)	{	Į	
1809 1810				Teacher Only	Narrative	}		
1810		<u>{</u>		Teacher Only Teacher Only	Activity (Drop-down selection)	<u> </u>	<u>+</u>	
1812				Teacher Only	(Drop-down selection)	}		
1813				Teacher Only	(Drop-down selection)			
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	(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.					{		
	The student engages in both short-term and		(iii) generate teacher-guided questions for formal	Student/Teacher	Narrative	9781531126025	185	Essential Guide: The Process of Inquiry
	sustained recursive inquiry processes for a variety	questions for formal and informal inquiry	inquiry			}		(Blue A_Head)
1814	of purposes. The student is expected to:					}		
1815		}		Student/Teacher	Activity	9781531127244	247	ConnSB: First Paragraph
					Narrative	9781531126025	187	Essential Guide: Developing Inquiry
1816		{		Student/Teacher	Narrative	9781531126025	107	Questions (Black B_head)
				Student/Teacher	Activity	9781531127244	265	ConnSB: Essential
1817 1818		<u> </u>			÷	}	<b>{</b>	Question
1818		}		Student/Teacher Teacher Only	(Drop-down selection) Narrative	}	<u>}</u>	
1820				Teacher Only	Activity	{		
1821				Teacher Only	(Drop-down selection)	}	Į	
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	(12) Inquiry and research: listening, speaking,					{		
	reading, writing, and thinking using multiple texts.	(A) generate student-selected and teacher-guided	(iv) generate teacher-guided questions for			0704504400005	105	Essential Guide: The Process of Inquiry
	The student engages in both short-term and sustained recursive inquiry processes for a variety	questions for formal and informal inquiry	informal inquiry	Student/Teacher	Narrative	9781531126025	185	(Blue A_Head)
	of purposes. The student is expected to:					{		
1824		<u> </u>			÷	{	<u>}</u>	
1825				Student/Teacher	Activity	9781531127244	49	ConnSB: Activity 1
1826				Student/Teacher	Narrative	9781531126025	187	Essential Guide: Developing Inquiry Questions (Black B head)
1827		<u>}</u>		Student/Teacher	Activity	9781531127244	111	ConnSB: Activity 1
1828		{		Student/Teacher	(Drop-down selection)	{	}	· · · · · · · · · · · · · · · · · · ·
1829		}		Teacher Only	Narrative	}	Ļ	
1830 1831		}		Teacher Only Teacher Only	Activity (Drop-down selection)	}	<u> </u>	
1832					(Drop-down selection)			
1833				Teacher Only Teacher Only	(Drop-down selection) (Drop-down selection)	}		
	(10)							
	(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.					}	1	
		(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)
1 1	The student engages in both short-term and	(b) develop and revise a plan				3	1	
1	sustained recursive inquiry processes for a variety					\$	2	
1824								
1834 1835	sustained recursive inquiry processes for a variety	(b) develup and revise a plan		Student/Teacher	Activity	9781531127244	242	ConnSB: Prepare to Write
	sustained recursive inquiry processes for a variety					}	{	Essential Guide: Develop a Plan for
1835	sustained recursive inquiry processes for a variety			Student/Teacher Student/Teacher	Activity Narrative	9781531127244 9781531126025	242 187-188	Essential Guide: Develop a Plan for Research: Finding a
1835 1836	sustained recursive inquiry processes for a variety			Student/Teacher	Narrative	9781531126025	187-188	Essential Guide: Develop a Plan for Research: Finding a Subject (Black D Head)
1835 1836 1837	sustained recursive inquiry processes for a variety			Student/Teacher Student/Teacher	Narrative Activity	}	{	Essential Guide: Develop a Plan for Research: Finding a
1835 1836 1837 1838	sustained recursive inquiry processes for a variety			Student/Teacher Student/Teacher Student/Teacher	Narrative Activity (Drop-down selection)	9781531126025	187-188	Essential Guide: Develop a Plan for Research: Finding a Subject (Black D Head)
1835 1836 1837 1838 1839 1840	sustained recursive inquiry processes for a variety			Student/Teacher Student/Teacher Student/Teacher Teacher Only Teacher Only	Narrative Activity (Drop-down selection) Narrative Activity	9781531126025	187-188	Essential Guide: Develop a Plan for Research: Finding a Subject (Black D Head)
1835 1836 1837 1838 1839 1840 1841	sustained recursive inquiry processes for a variety			Student/Teacher Student/Teacher Student/Teacher Teacher Only Teacher Only Teacher Only	Narrative Activity (Drop-down selection) Narrative Activity (Drop-down selection)	9781531126025	187-188	Essential Guide: Develop a Plan for Research: Finding a Subject (Black D Head)
1835 1836 1837 1838 1839 1840	sustained recursive inquiry processes for a variety			Student/Teacher Student/Teacher Student/Teacher Teacher Only Teacher Only	Narrative Activity (Drop-down selection) Narrative Activity	9781531126025	187-188	Essential Guide: Develop a Plan for Research: Finding a Subject (Black D Head)

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	Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Hyperlink to Location for
13	-							Electronic Programs
	(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.						1	Essential Guide: Develop a Plan for
	The student engages in both short-term and	(B) develop and revise a plan	(ii) revise a plan	Student/Teacher	Narrative	9781531126025	187-188	Research: Finding a
	sustained recursive inquiry processes for a variety	(a) develop and levice a plan	(ii) to the a plan		Handaro	0101001120020	101 100	Subject (Black D Head)
	of purposes. The student is expected to:						}	;
1844							}	
1845			; ;	Student/Teacher	Activity	9781531127244	256	ConnSB: Final Essay
1040				Student/Teacher	Narrative	9781531126025	185	Essential Guide: The Process of Inquiry
1846 1847		<u>}</u>	<u>.</u>	Student/Teacher	Activity	0791531127244	253	Organizer
1848		}		Student/Teacher Student/Teacher	Activity (Drop-down selection)	9781531127244	253	ConnSB: First Draft
1849		}		Teacher Only	Narrative			*
1850			-	Teacher Only	Activity	}	}	;
1851		{		Teacher Only	(Drop-down selection)	Į		
1852		}	ļ	Teacher Only	(Drop-down selection)	}	{	
1853			i 1	Teacher Only	(Drop-down selection)			
	(12) Inquiry and research: listening, speaking,					}	1	
	reading, writing, and thinking using multiple texts.	(C) refine the major research question, if	(i) refine the major research question, if		:		}	Essential Quida: Developing Inquiry
	The student engages in both short-term and	necessary, guided by the answers to a secondary	necessary, guided by the answers to a secondary	Student/Teacher	Narrative	9781531126025	187	Essential Guide: Developing Inquiry Questions (Black B_head)
	sustained recursive inquiry processes for a variety	set of questions	set of questions			1	1	assertions (Didok D_nead)
1854	of purposes. The student is expected to:							
1854		<u>{</u>	<u>.</u>	Student/Teacher	Activity	9781531127244	119	ConnSB: Generate Ideas
		}					1	Essential Guide: second full paragraph
				Student/Teacher	Narrative	9781531126025	193	("To make it easier to
1856						}	{	identify")
							}	ConnSB: A Perfect Union:
				Student/Teacher	Activity	9781531127244	90	Context and Impact
1857		}				}	{	Research Paper
1858		<u>}</u>		Student/Teacher	(Drop-down selection)		<u> </u>	÷
1859 1860			ļ	Teacher Only Teacher Only	Narrative Activity	}	<u> </u>	÷
1861						<u>+</u>	{	
1862			<u></u>	reacher only	(Diop-down Sciection)	2		
		}		Teacher Only Teacher Only	(Drop-down selection) (Drop-down selection)	}	1	
1863				Teacher Only Teacher Only	(Drop-down selection) (Drop-down selection)			
1863								
1863	(12) Inquiry and research: listening, speaking,							
1863	reading, writing, and thinking using multiple texts.	(D) identify and gather relevant information from a		Teacher Only	(Drop-down selection)	9781531126025	187	Essential Guide: Finding Sources
1863	reading, writing, and thinking using multiple texts. The student engages in both short-term and	(D) identify and gather relevant information from a variety of sources	(i) identify relevant information from a variety of sources			9781531126025	187	Essential Guide: Finding Sources (Black B_head)
1863	reading, writing, and thinking using multiple texts.			Teacher Only	(Drop-down selection)	9781531126025	187	
1864	reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety			Teacher Only	(Drop-down selection)	9781531126025	187	(Black B_head)
1863	reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety			Teacher Only Student/Teacher	(Drop-down selection) Narrative		187	(Black B_head)
1863	reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety			Teacher Only	(Drop-down selection)	9781531126025 9781531127244		(Black B_head) ConnSB: Digital Presentation
1863	reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety			Teacher Only Student/Teacher Student/Teacher	(Drop-down selection) Narrative Activity	9781531127244	48	(Black B_head) ConnSB: Digital Presentation Essential Guide: Checklist for
1863 1864 1865	reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety			Teacher Only Student/Teacher	(Drop-down selection) Narrative			(Black B_head) ConnSB: Digital Presentation Essential Guide: Checklist for Evaluating Print Sources
1863	reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety			Teacher Only Student/Teacher Student/Teacher Student/Teacher	(Drop-down selection) Narrative Activity Narrative	9781531127244 9781531126025	48 106	(Black B_head) ConnSB: Digital Presentation Essential Guide: Checklist for Evaluating Print Sources (checklist head)
1863 1864 1865 1866	reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety			Teacher Only Student/Teacher Student/Teacher	(Drop-down selection) Narrative Activity	9781531127244	48	(Black B_head) ConnSB: Digital Presentation Essential Guide: Checklist for Evaluating Print Sources
1863 1864 1865	reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety			Teacher Only Student/Teacher Student/Teacher Student/Teacher Student/Teacher	(Drop-down selection) Narrative Activity Narrative Activity	9781531127244 9781531126025 9781531127244	48 106 456	(Black B_head) ConnSB: Digital Presentation Essential Guide: Checklist for Evaluating Print Sources (checklist head) ConnSB: Argument
1863 1864 1865 1866 1867 1868	reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety			Teacher Only Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher	(Drop-down selection) Narrative Activity Narrative Activity Activity Activity	9781531127244 9781531126025	48 106	(Black B_head) ConnSB: Digital Presentation Essential Guide: Checklist for Evaluating Print Sources (checklist head) ConnSB: Argument Analysis
1863 1864 1865 1866 1867 1868 1869	reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety			Teacher Only Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Teacher Only	(Drop-down selection) Narrative Activity Narrative Activity Activity Activity Narrative	9781531127244 9781531126025 9781531127244	48 106 456	(Black B_head) ConnSB: Digital Presentation Essential Guide: Checklist for Evaluating Print Sources (checklist head) ConnSB: Argument Analysis ConnSB: Traditional Food
1863 1864 1865 1866 1867 1868 1869 1870	reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety			Teacher Only Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Teacher Only Teacher Only	(Drop-down selection) Narrative Activity Activity Activity Narrative Activity Narrative Activity	9781531127244 9781531126025 9781531127244	48 106 456	(Black B_head) ConnSB: Digital Presentation Essential Guide: Checklist for Evaluating Print Sources (checklist head) ConnSB: Argument Analysis ConnSB: Traditional Food
1863 1864 1865 1866 1867 1868 1869 1870 1871	reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety			Teacher Only Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Teacher Only Teacher Only Teacher Only Teacher Only	(Drop-down selection) Narrative Activity Narrative Activity Activity Activity Narrative Activity Orop-down selection)	9781531127244 9781531126025 9781531127244	48 106 456	(Black B_head) ConnSB: Digital Presentation Essential Guide: Checklist for Evaluating Print Sources (checklist head) ConnSB: Argument Analysis ConnSB: Traditional Food
1863 1864 1865 1866 1867 1868 1869 1870	reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety			Teacher Only Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Teacher Only Teacher Only	(Drop-down selection) Narrative Activity Activity Activity Narrative Activity Narrative Activity	9781531127244 9781531126025 9781531127244	48 106 456	(Black B_head) ConnSB: Digital Presentation Essential Guide: Checklist for Evaluating Print Sources (checklist head) ConnSB: Argument Analysis ConnSB: Traditional Food
1863 1864 1865 1866 1867 1868 1869 1870 1871 1872	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:			Teacher Only Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Teacher Only Teacher Only Teacher Only Teacher Only	(Drop-down selection) Narrative Activity Narrative Activity Activity Activity Narrative Activity Orop-down selection)	9781531127244 9781531126025 9781531127244	48 106 456	(Black B_head) ConnSB: Digital Presentation Essential Guide: Checklist for Evaluating Print Sources (checklist head) ConnSB: Argument Analysis ConnSB: Traditional Food
1863 1864 1865 1866 1867 1868 1869 1870 1871 1872	reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquity processes for a variety of purposes. The student is expected to:			Teacher Only Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Teacher Only Teacher Only Teacher Only Teacher Only	(Drop-down selection) Narrative Activity Narrative Activity Activity Activity Narrative Activity Orop-down selection)	9781531127244 9781531126025 9781531127244	48 106 456	(Black B_head) ConnSB: Digital Presentation Essential Guide: Checklist for Evaluating Print Sources (checklist head) ConnSB: Argument Analysis ConnSB: Traditional Food Brochure
1863 1864 1865 1866 1867 1868 1869 1870 1871 1872	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: (12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.		sources	Teacher Only Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only	(Drop-down selection) Narrative Activity Narrative Activity Activity Activity Narrative Activity Drop-down selection) (Drop-down selection) (Drop-down selection)	9781531127244 9781531126025 9781531127244 9781531127244	48 106 456 26	(Black B_head) ConnSB: Digital Presentation Essential Gide: Strategies for
1863 1864 1865 1866 1867 1868 1869 1870 1871 1872	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: (12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and	variety of sources	sources	Teacher Only Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Teacher Only Teacher Only Teacher Only Teacher Only	(Drop-down selection) Narrative Activity Narrative Activity Activity Activity Narrative Activity Orop-down selection)	9781531127244 9781531126025 9781531127244	48 106 456	(Black B_head) ConnSB: Digital Presentation Essential Guide: Checklist for Evaluating Print Sources (checklist head) ConnSB: Argument Analysis ConnSB: Traditional Food Brochure Essential Gide: Strategies for Gathering Information
1863 1864 1865 1866 1867 1868 1869 1870 1871 1872	reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquity processes for a variety of purposes. The student is expected to: (12) Inquity and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquity processes for a variety	variety of sources	sources	Teacher Only Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only	(Drop-down selection) Narrative Activity Narrative Activity Activity Activity Narrative Activity Drop-down selection) (Drop-down selection) (Drop-down selection)	9781531127244 9781531126025 9781531127244 9781531127244	48 106 456 26	(Black B_head) ConnSB: Digital Presentation Essential Gide: Strategies for
1863 1864 1865 1866 1867 1868 1869 1870 1871 1872	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: (12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and	variety of sources	sources	Teacher Only Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only	(Drop-down selection) Narrative Activity Narrative Activity Activity Activity Narrative Activity Drop-down selection) (Drop-down selection) (Drop-down selection)	9781531127244 9781531126025 9781531127244 9781531127244	48 106 456 26	(Black B_head) ConnSB: Digital Presentation Essential Guide: Checklist for Evaluating Print Sources (checklist head) ConnSB: Argument Analysis ConnSB: Traditional Food Brochure Essential Gide: Strategies for Gathering Information
1863 1864 1865 1866 1867 1870 1870 1870 1870 1877 1873	reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquity processes for a variety of purposes. The student is expected to: (12) Inquity and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquity processes for a variety	variety of sources	sources	Teacher Only Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Teacher Only Teacher Only Teacher Only Teacher Only Student/Teacher	(Drop-down selection) Narrative Activity Narrative Activity Activity Activity Orog-down selection) (Drop-down selection) (Drop-down selection) (Drop-down selection)	9781531127244 9781531126025 9781531127244 9781531127244 9781531127244	48 106 456 26 106	(Black B_head) ConnSB: Digital Presentation Essential Guide: Checklist for Evaluating Print Sources (checklist head) ConnSB: Argument Analysis ConnSB: Traditional Food Brochure Essential Gide: Strategies for Gathering Information (checklist head) ConnSB: Digital
1863 1864 1865 1866 1867 1868 1869 1870 1871 1871 1873	reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquity processes for a variety of purposes. The student is expected to: (12) Inquity and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquity processes for a variety	variety of sources	sources	Teacher Only Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only	(Drop-down selection) Narrative Activity Narrative Activity Activity Activity Narrative Activity Drop-down selection) (Drop-down selection) (Drop-down selection)	9781531127244 9781531126025 9781531127244 9781531127244	48 106 456 26	(Black B_head) ConnSB: Digital Presentation Essential Guide: Checklist for Evaluating Print Sources (checklist head) ConnSB: Traditional Food Brochure Essential Gide: Strategies for Gathering Information (checklist head) ConnSB: Digital Presentation
1863 1864 1865 1866 1867 1868 1869 1870 1871 1871 1873	reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquity processes for a variety of purposes. The student is expected to: (12) Inquity and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquity processes for a variety	variety of sources	sources	Teacher Only Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Teacher Only Teacher Only Teacher Only Teacher Only Student/Teacher	(Drop-down selection) Narrative Activity Narrative Activity Activity Activity Orog-down selection) (Drop-down selection) (Drop-down selection) (Drop-down selection)	9781531127244 9781531126025 9781531127244 9781531127244 9781531127244	48 106 456 26 106	(Black B_head) ConnSB: Digital Presentation Essential Guide: Checklist for Evaluating Print Sources (checklist head) ConnSB: Argument Analysis ConnSB: Traditional Food Brochure Essential Gide: Strategies for Gathering Information (checklist head) ConnSB: Digital Presentation Essential Guide: Strategies for
1863 1864 1865 1866 1867 1868 1869 1870 1871 1871 1873	reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquity processes for a variety of purposes. The student is expected to: (12) Inquity and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquity processes for a variety	variety of sources	sources	Teacher Only Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Teacher Only Teacher Only Teacher Only Teacher Only Student/Teacher	(Drop-down selection) Narrative Activity Narrative Activity Activity Activity Orog-down selection) (Drop-down selection) (Drop-down selection) (Drop-down selection)	9781531127244 9781531126025 9781531127244 9781531127244 9781531127244	48 106 456 26 106	(Black B_head) ConnSB: Digital Presentation Essential Guide: Checklist for Evaluating Print Sources (checklist head) ConnSB: Traditional Food Brochure Essential Gide: Strategies for Gathering Information (checklist head) ConnSB: Digital Presentation Essential Guide: Strategies for Gathering Information (checklist head)
1863 1864 1865 1866 1867 1871 1873 1873 1873 1874 1874	reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquity processes for a variety of purposes. The student is expected to: (12) Inquity and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquity processes for a variety	variety of sources	sources	Teacher Only Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Teacher Only Teacher Only Teacher Only Teacher Only Student/Teacher Student/Teacher Student/Teacher	(Drop-down selection) Narrative Activity Activity Activity Activity Corog-down selection) (Drop-down selection) (Drop-down selection) (Drop-down selection) (Drop-down selection) Activity Activity Activity	9781531127244 9781531126025 9781531127244 9781531127244 9781531127244 9781531126025 9781531127244	48 106 456 26 106 48	(Black B_head) ConnSB: Digital Presentation Essential Guide: Checklist for Evaluating Print Sources (checklist head) ConnSB: Traditional Food Brochure Essential Gide: Strategies for Gathering Information (checklist head) ConnSB: Digital Presentation Essential Guide: Strategies for Gathering Information (Black D Head) and
1863 1864 1865 1866 1867 1870 1870 1870 1870 1877 1873	reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquity processes for a variety of purposes. The student is expected to: (12) Inquity and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquity processes for a variety	variety of sources	sources	Teacher Only Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Teacher Only Teacher Only Teacher Only Student/Teacher Student/Teacher Student/Teacher Student/Teacher	(Drop-down selection) Narrative Activity Narrative Activity Activity Orop-down selection) Orop-down selection) Orop-down selection) Orop-down selection) Narrative Activity Narrative	9781531127244 9781531126025 9781531127244 9781531127244 9781531127244 9781531126025 9781531126025	48 106 456 26 106 48 187-188	(Black B_head)         ConnSB: Digital         Presentation         Essential Guide: Checklist for         Evaluating Print Sources         (checklist head)         ConnSB: Traditional Food         Brochure         Essential Gide: Strategies for         Gathering Information         (checklist head)         ConnSB: Traditional Food         Brochure         ConnSB: Traditional Food         Brochure         ConnSB: Traditional Food         Brochure         ConnSB: Traditional Food         Brochure         ConnSB: Traditional Food         Essential Gide: Strategies for         Gathering Information         (checklist head)         ConnSB: Digital         Presentation         Essential Guide: Strategies for         Gathering Information         (Black D Head) and         following builet items
1863 1864 1865 1867 1868 1869 1870 1871 1871 1873 1874 1874	reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquity processes for a variety of purposes. The student is expected to: (12) Inquity and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquity processes for a variety	variety of sources	sources	Teacher Only Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Teacher Only Teacher Only Teacher Only Teacher Only Student/Teacher Student/Teacher Student/Teacher	(Drop-down selection) Narrative Activity Activity Activity Activity Corog-down selection) (Drop-down selection) (Drop-down selection) (Drop-down selection) (Drop-down selection) Activity Activity Activity	9781531127244 9781531126025 9781531127244 9781531127244 9781531127244 9781531126025 9781531127244	48 106 456 26 106 48	(Black B_head) ConnSB: Digital Presentation Essential Guide: Checklist for Evaluating Print Sources (checklist head) ConnSB: Traditional Food Brochure Essential Gide: Strategies for Gathering Information (checklist head) ConnSB: Digital Presentation Essential Guide: Strategies for Gathering Information (Black D Head) and

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13	Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Hyperlink to Location for Electronic Programs
1878				Student/Teacher	Activity	9781531127244	26	ConnSB: Traditional Food Brochure
1879 1880				Teacher Only	Narrative	{	<u>}</u>	<u>.</u>
1880				Teacher Only Teacher Only	Activity (Drop-down selection)	}	}	
1882				Teacher Only	(Drop-down selection)	{	<u>;</u>	
1883				Teacher Only	(Drop-down selection)	}	<u>.</u>	
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)
				Student/Teacher	Activity	9781531127244	402	ConnSB: Preview
1887 1888						}	<u> </u>	Concepts
1889				Student/Teacher Teacher Only	(Drop-down selection) Narrative	}	*	
1890				Teacher Only Teacher Only	Activity (Drop-down selection)	{		
1891				Teacher Only Teacher Only	(Drop-down selection)	}	}	
1892 1893				Teacher Only Teacher Only	(Drop-down selection) (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		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)	<u>}</u>	ļ	<u>.</u>
1899 1900		}		Teacher Only Teacher Only	Narrative Activity	}	}	÷
1901				Teacher Only	(Drop-down selection)	{	}	· · · · · · · · · · · · · · · · · · ·
1902				Teacher Only	(Drop-down selection) (Drop-down selection)	{		
1903				Teacher Only	(Drop-down selection)	<u>}</u>	<u>.</u>	
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 (Drop-down selection)	9781531127244	256	ConnSB: Final Essay
1908 1909		<u></u>		Student/Teacher	(Drop-down selection) Narrative	}		
1909		<u></u>		Teacher Only Teacher Only	Activity	}		
1911				Teacher Only	(Drop-down selection)	]	1	
1912 1913				Teacher Only Teacher Only	(Drop-down selection)	{		
1913	(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:	<ul> <li>(H) examine sources for:</li> <li>(i) reliability, credibility, and bias, including omission; and</li> <li>(ii) faulty reasoning such as bandwagon appeals, repetition, and loaded language</li> </ul>	(i) examine sources for reliability, including omission	Student/Teacher	(Drop-down selection) 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

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	Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Hyperlink to Location for
13								Electronic Programs
						}		Essential Guide: Evaluating Sources (Black B head and
				Student/Teacher	Narrative	9781531126025	188	following, including the
1916						{		checklist)
				Student/Teacher	Activity	9781531127244	464	ConnSB: Evaluate
1917						{	}	Sources ConnSB: A Perfect Union:
				Student/Teacher	Activity	9781531127244	90	Context and Impact
1918					:	{	}	Research Paper
1919 1920				Teacher Only	Narrative	<u>}</u>		
1920				Teacher Only Teacher Only	Activity (Drop-down selection)	{	}	
1922				Teacher Only Teacher Only Teacher Only	(Drop-down selection) (Drop-down selection) (Drop-down selection)	{		
1923				Teacher Only	(Drop-down selection)	}		
	(12) Inquiry and research: listening, speaking,	(H) examine sources for:				}		
	reading, writing, and thinking using multiple texts.	(i) reliability, credibility, and bias, including	(ii) examine sources for credibility, including			{		Essential Guide: Evaluating Sources (Black B head and
	The student engages in both short-term and	omission; and	omission	Student/Teacher	Narrative	9781531126025	106-107	following including the two
	sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(ii) faulty reasoning such as bandwagon appeals, repetition, and loaded language				}	1	checklists)
1924			<u>.</u>		;	<u> </u>	<u> </u>	
1075				Student/Teacher	Activity	9781531127244	148	ConnSB: Digital
1925						}·····	}	Presentation Essential Guide: Evaluating Sources
				Student/Teacher	North	9781531126025	188	(Black B_head and
				Student/Teacher	Narrative	9781531126025	100	following, including the
1926					; ;	<u>}</u>	}	checklist)
1927				Student/Teacher	Activity	9781531127244	464	ConnSB: Evaluate Sources
1927				o		0704504407044	400	ConnSB: Gather and
1928				Student/Teacher	Activity	9781531127244	120	Evaluate Sources
1929 1930				Teacher Only Teacher Only	Narrative Activity	{	}	
1931			\$	Teacher Only Teacher Only	Activity (Drop-down selection)	<u>}</u>		
1932				Teacher Only	(Drop-down selection) (Drop-down selection) (Drop-down selection)	}		
1933				Teacher Only	(Drop-down selection)	<u> </u>	) (	
	(12) Inquiry and research: listening, speaking,	(H) examine sources for:						
	(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.	<ul><li>(H) examine sources for:</li><li>(i) reliability, credibility, and bias, including</li></ul>						Essential Guide: Special Interests
	reading, writing, and thinking using multiple texts. The student engages in both short-term and	<ul> <li>(i) reliability, credibility, and bias, including omission; and</li> </ul>	(iii) examine sources for bias, including omission	Student/Teacher	Narrative	9781531126025	189	(purple run-in head at top
	reading, writing, and thinking using multiple texts.	(i) reliability, credibility, and bias, including	(iii) examine sources for bias, including omission	Student/Teacher	Narrative	9781531126025	189	
1934	reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety	<ul> <li>(i) reliability, credibility, and bias, including omission; and</li> <li>(ii) faulty reasoning such as bandwagon appeals,</li> </ul>	(iii) examine sources for bias, including omission	Student/Teacher	Narrative	9781531126025	189	(purple run-in head at top of page)
	reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety	<ul> <li>(i) reliability, credibility, and bias, including omission; and</li> <li>(ii) faulty reasoning such as bandwagon appeals,</li> </ul>	(iii) examine sources for bias, including omission	Student/Teacher Student/Teacher	Narrative Activity	9781531126025 9781531127244	189 464	(purple run-in head at top of page) ConnSB: Evaluate
<u>1934</u> 1935	reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety	<ul> <li>(i) reliability, credibility, and bias, including omission; and</li> <li>(ii) faulty reasoning such as bandwagon appeals,</li> </ul>	(iii) examine sources for bias, including omission	Student/Teacher	Activity	9781531127244	464	(purple run-in head at top of page)
	reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety	<ul> <li>(i) reliability, credibility, and bias, including omission; and</li> <li>(ii) faulty reasoning such as bandwagon appeals,</li> </ul>	(iii) examine sources for bias, including omission					(purple run-in head at top of page) ConnSB: Evaluate Sources Essential Guide: Analyze the Argument (Black D Head)
1935 1936	reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety	<ul> <li>(i) reliability, credibility, and bias, including omission; and</li> <li>(ii) faulty reasoning such as bandwagon appeals,</li> </ul>	(iii) examine sources for bias, including omission	Student/Teacher	Activity	9781531127244	464	(purple run-in head at top of page) ConnSB: Evaluate Sources Essential Guide: Analyze the Argument (Black D Head) ConnSB: Gather and
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1935 1936 1937 1938 1939	reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety	<ul> <li>(i) reliability, credibility, and bias, including omission; and</li> <li>(ii) faulty reasoning such as bandwagon appeals,</li> </ul>	(iii) examine sources for bias, including omission	Student/Teacher Student/Teacher Student/Teacher Student/Teacher Teacher Only	Activity Narrative Activity (Drop-down selection)) Narrative	9781531127244 9781531126025	464 190	(purple run-in head at top of page) ConnSB: Evaluate Sources Essential Guide: Analyze the Argument (Black D Head) ConnSB: Gather and
1935 1936 1937 1938 1939 1940	reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety	<ul> <li>(i) reliability, credibility, and bias, including omission; and</li> <li>(ii) faulty reasoning such as bandwagon appeals,</li> </ul>	(iii) examine sources for bias, including omission	Student/Teacher Student/Teacher Student/Teacher Student/Teacher Teacher Only Teacher Only	Activity Narrative Activity (Orop-down selection) Narrative	9781531127244 9781531126025	464 190	(purple run-in head at top of page) ConnSB: Evaluate Sources Essential Guide: Analyze the Argument (Black D Head) ConnSB: Gather and
1935 1936 1937 1938 1939 1940 1941	reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety	<ul> <li>(i) reliability, credibility, and bias, including omission; and</li> <li>(ii) faulty reasoning such as bandwagon appeals,</li> </ul>	(iii) examine sources for bias, including omission	Student/Teacher Student/Teacher Student/Teacher Student/Teacher Teacher Only Teacher Only Teacher Only	Activity Narrative Activity (Drop-down selection) Narrative Activity (Drop-down selection)	9781531127244 9781531126025	464 190	(purple run-in head at top of page) ConnSB: Evaluate Sources Essential Guide: Analyze the Argument (Black D Head) ConnSB: Gather and
1935 1936 1937 1938 1939 1940	reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety	<ul> <li>(i) reliability, credibility, and bias, including omission; and</li> <li>(ii) faulty reasoning such as bandwagon appeals,</li> </ul>	(iii) examine sources for bias, including omission	Student/Teacher Student/Teacher Student/Teacher Student/Teacher Teacher Only Teacher Only	Activity Narrative Activity (Orop-down selection) Narrative	9781531127244 9781531126025	464 190	(purple run-in head at top of page) ConnSB: Evaluate Sources Essential Guide: Analyze the Argument (Black D Head) ConnSB: Gather and
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1935 1936 1937 1938 1939 1940 1941 1942 1942 1944 1945	reading, witing, 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: (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	<ul> <li>(i) reliability, credibility, and bias, including omission; and</li> <li>(ii) faulty reasoning such as bandwagon appeals, repetition, and loaded language</li> <li>(H) examine sources for:</li> <li>(i) reliability, credibility, and bias, including omission; and</li> <li>(ii) faulty reasoning such as bandwagon appeals,</li> </ul>		Student/Teacher Student/Teacher Student/Teacher Student/Teacher Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Student/Teacher	Activity Narrative Activity (Drop-down selection) (Drop-down selection) (Drop-down selection) (Drop-down selection) (Drop-down selection) Narrative Activity	9781531127244 9781531126025 9781531127244 9781531127244 9781531126025 9781531127244	464 190 120 191	(purple run-in head at top of page) ConnSB: Evaluate Sources Essential Guide: Analyze the Argument (Black D Head) ConnSB: Gather and Evaluate Sources Essential Guide: Rhetorical Device or Faulty Reasoning? (Black D Head) ConnSB: Preview Concepts ConnSB: Preview Concepts ConnSB: Preview Concepts ConnSB: Preview Concepts ConnSB: Preview
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1935 1936 1937 1938 1939 1940 1941 1941 1943 1944 1945 1946	reading, witing, 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: (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	<ul> <li>(i) reliability, credibility, and bias, including omission; and</li> <li>(ii) faulty reasoning such as bandwagon appeals, repetition, and loaded language</li> <li>(H) examine sources for:</li> <li>(i) reliability, credibility, and bias, including omission; and</li> <li>(ii) faulty reasoning such as bandwagon appeals,</li> </ul>		Student/Teacher Student/Teacher Student/Teacher Student/Teacher Teacher Only Teacher Only Teacher Only Teacher Only Student/Teacher	Activity Narrative Activity (Drop-down selection) (Drop-down selection) (Drop-down selection) (Drop-down selection) (Drop-down selection) Narrative Activity	9781531127244 9781531126025 9781531127244 9781531127244 9781531126025 9781531127244	464 190 120 191 191	(purple run-in head at top of page) ConnSB: Evaluate Sources Essential Guide: Analyze the Argument (Black D Head) ConnSB: Gather and Evaluate Sources Essential Guide: Rhetorical Device or Faulty Reasoning? (Black D Head) ConnSB: Preview Concepts ConnSB: Preview Concepts ConnSB: Preview Concepts ConnSB: Frous on Evaluating Reasoning and Evaluating Reasoning and Evaluating Reasoning and
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	Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Hyperlink to Location for
13						1		Electronic Programs
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1951		{	******	Teacher Only Teacher Only	Activity (Drop.down.soloction)	{· - · · · · · · · · · · · · · · · · · ·	§	
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1952		<u>}</u>		Teacher Only Teacher Only	(Drop-down selection)	{	}	
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	(12) Inquiry and research: listening, speaking,					{	}	
	reading, writing, and thinking using multiple texts.	(I) display academic citations and use source				{ 	1	Essential Guide: Citing Sources (Black
1 1	The student engages in both short-term and	materials ethically	(i) display academic citations	Student/Teacher	Narrative	9781531126025	209-212	D Head and following
1	sustained recursive inquiry processes for a variety	materials ethically				}	1	content)
	of purposes. The student is expected to:					1	1	<i>'</i>
1954					1	1		
1955		<u>}</u>		Student/Teacher	Activity	9781531127244	110	ConnSB: Brochure
1555		<u>}</u>			Addivity	1 3701331121244	<u>}</u>	ConnSB: Sample note for
		{		Student/Teacher	Narrative	9781531127244	465	
1956		<u>}</u>				{	<u> </u>	direct quotation:
		}				}	}	ConnSB: A Perfect Union:
1		}		Student/Teacher	Activity	9781531127244	90	Context and Impact
1957		}			1	\$	2	Research Paper
1958		f	***************************************	Student/Teacher	(Drop-down selection)	<u> </u>	ş	
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1959 1960		}		Teacher Only	Narrative	}	{	
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1962		<u>}</u>	i 5	Teacher Only	(Drop-down selection) (Drop-down selection)	<u>}</u>	<u> </u>	;
1963				Teacher Only	(Drop-down selection)	{	}	
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	(12) Inquiry and research: listening, speaking,	}				}	{	
	reading, writing, and thinking using multiple texts.					1	1	Essential Guide: Paraphrase, Don't
1	The student engages in both short-term and	(I) display academic citations and use source	(ii) use source materials ethically	Student/Teacher	Narrative	9781531126025	192	Plagiarize (Blue runin
	sustained recursive inquiry processes for a variety	materials ethically	(ii) use source materials ethodally	Olddenin readiler	Hanadoe	5701001120020	102	Head)
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1964	of purposes. The student is expected to:	{				{	}	
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1		}			1	}	{ 	
	(12) Inquiry and research: listening, speaking,	1		i	÷	{	}	:
1	reading, writing, and thinking using multiple texts.	(J) use an appropriate mode of delivery, whether	(i) use an appropriate mode of delivery, whether		1	\$	1	Essential Guide: Publishing Options for
	The student engages in both short-term and			Student/Teacher	Narrative	9781531126025	215	Inquiry Projects (Black D
	sustained recursive inquiry processes for a variety	written, oral, or multimodal, to present results	written, oral, or multimodal, to present results		:	{	}	Head)
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1974	· · · · · · · · · · · · · · · · · · ·	}			1	}	{	
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1975				Student/Teacher	Activity	9781531127244	26	
19/2		{			•••••••••••••••••••••••••••••••••••••••	{·····	}·····	Brochure
1		{		Student/Teacher	Narrative	9781531126025	21	Essential Guide. Publishing Options
1976		<u> </u>	<u>.</u>		÷	<u>}</u>	<u>}</u>	(Black D Head)
1		}	i			}	{	ConnSB: A Perfect Union:
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1077		}			,	}	{	Research Paper
1977		{	<u>.</u>			{· - · · · · · · · · · · · · · · · · · ·	}	nescurent aper
1978		}		Student/Teacher	(Drop-down selection)	}	<u>}</u>	÷
1979		L		Teacher Only Teacher Only	Narrative	<u> </u>	3	
1980		<u> </u>		Teacher Only	Activity	ţ	<u>}</u>	
1981		}	;	Teacher Only	(Drop-down selection)	<u>}</u>	<u>į</u>	<u>;</u>
1982		}		Teacher Only	: (Drop-down selection)	}	{	
1983		}	:	Teacher Only	(Drop-down selection)	3	}	:
							4	

	Proclamation 2019 Correlation	s to the English Language Profic	iency Standards (ELPS): Studen	t Material						
t	Subject	Chapter 110. Texas Essential Knowledge	and Skills for English Language Arts and F	Reading						
Ť	Subchapter	Subchapter B. Middle School								
ľ	Course	110.24. English Language Arts and Read	ng, Grade 8		••••••					
t	Publisher	Perfection Learning Corporation								
Ť	Program Title	Connections, Grade 8			••••••					
t	Program ISBN	9781531125868								
t	(a) Introduction.									
	<ul> <li>(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.</li> <li>(2) In order for ELLs to be successful, they must acquire both social and academic language proficiency in English. Social language proficiency in English. Social language proficiency in English. Social language proficiency in English. Social language proficiency in English. Social language proficiency in English. Social language proficiency in English.</li> <li>(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.</li> <li>(4) Effective instruction in second language acquisition involves giving ELLs opportunities to listen, speak, read, and write a 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.</li> <li>(5) The cross-curricular second language acquisition skills in subsection (0) of this section apply to ELLs in Kindergarten-Grade 12.</li> <li>(6) The English language proficiency levels of beginning, intermediate, 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 apply to ELLs in Kindergarten-Grade 12.</li> </ul>									
4	(b) School district responsibilities.									
+		can be found at http://ritter.tea.state.tx.us/rules/tac/	chapter074/ch074a.html#74.4.							
2	(c) Cross-curricular second language acquisitio	n essential knowledge and skills		<pre></pre>						
3	Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs			
	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 (t			
				}						
-				<u>.</u>	9781531127244	134 154	Conn_gr8: Preview Concepts Conn_gr8: Preview Concepts			
,					9781531127244	173	Conn_gr8: ELL Support: Academic Vocabi ELL Support: Preview Concepts and Makir Connections			
	(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			
					0704504407044	48 53	Conn_gr8: The Great-grandmother's Story			

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13	Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
	(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(B) monitor oral and written language production and employ self-corrective techniques or other resources	(i) monitor oral language production and employ self-corrective techniques or other resources	NA	NA	NA	NA
	(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(B) monitor oral and written language production and employ self-corrective techniques or other resources	(ii) monitor written language production and employ self-corrective techniques or other resources	NA	NA	NA	NA
	(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(C) use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary	(i) use strategic learning techniques to acquire basic and grade-level vocabulary	T: K-12 S: 6-12	9781531127244	32	Conn_gr8: Preview Academic Vocabulary
25					9781531127244	46	Conn_gr8: Language:
					9781531127244 9781531127244	100 134	Conn_gr8: Focusing on Defining Terms Conn_gr8: Preview Academic Vocabulary and
	(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 circumilocution (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					~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~	145	Conn_gr8: Speak and Listen
					9781531127244	231	Conn_gr8: Speak and Listen Conn_gr8: Project-
24 25 26 27	proficiency. The student is expected to: (1) Cross-curricular second language acquisition/leaming strategies. The ELL uses language leaming strategies to develop an awareness of his or her own leaming processes in all content areas. In order for the ELL to meet grade-level leaming expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language	(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	(i) speak using learning strategies	T: K-12	9781531127244 9781531127244 9781531127244 9781531127244	100 134 89 145	Conn_gr8: Proview Academic Vo Preview Concepts Conn_gr8: Project-Based Assess Conn_gr8: Speak and Listen Conn_gr8: Speak and Listen

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13	Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
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	(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
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	(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
34	(1) Cross-curicular 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 atlainment	(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
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	(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
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 acommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(F) use accessible language and leam new and essential language in the process	(i) use accessible language and learn new and essential language in the process	NA	NA	NA	NA

	А	В	C	D	E	F	G
1	<u> </u>	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
3	(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 (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
31	(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
3	(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		NA	NA	NA	NA
4	(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 (commenicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(A) distinguish sounds and intonation pattems of English with increasing ease	(i) distinguish sounds of English with increasing ease	NA	NA	NA	NA

Δ	В	C C	D	F	F	6
Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level		Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (commensurate with the student's level of English language proficiency. The student is expected to: 41	English with increasing ease	(ii) distinguish intonation patterns of English with increasing ease	NA	NA	NA	NA
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (commenicated, sequenced, and scatfolded) commensurate with the student's level of English language proficiency. The student is expected to: 42	(B) recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters	(i) recognize elements of the English sound system in newly acquired vocabulary	NA	NA	NA	NA
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (commensurate with the student's level of English language proficiency. The student is expected to: 43	(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	(i) learn new language structures heard during classroom instruction and interactions	NA	NA	NA	NA
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (commensurate with the student's level of English language proficiency. The student is expected to: 44	(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	(ii) leam new expressions heard during classroom instruction and interactions	NA	NA	NA	NA

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13	Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
45	(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) leam 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
46 47 48					9781531127282 9781531127244 9781531127244	49 74 100	ELL Resource: Student Handout: Frayer Model Conn. gr8: Preview Academic Vocabulary 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) leam academic vocabulary heard during classroom instruction and interactions	T: K-12 S: 6-12	9781531127244	440	Conn_gr8: Preview Academic Vocabulary
50 51					9781531127244	100 423	Conn_gr8: Focusing on Defining Terms Conn_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	NA	9781531127244 9781531127244	423 440 NA	Conn.grt: Academic Vocabulary

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13		Student Expectation	Breakout		Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
54	(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	9781531127244	25	Conn_gr8: Steps for Peer Review
55					9781531127244	254	Conn_gr8: Steps for Peer Review
56					9781531127244	236	Conn_gr8: Project-Based Assessment— Roundtable Discussion
					9781531127244	298	Conn_gr8: Project-Based Assessments—Tell a
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 acquiried 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

## Chapter 110. English Language Arts and Reading, Grade 8

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13	Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
60	(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 linguisically 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		74	Conn_gr8: Preview Concepts
61	<u>+</u>	*****	****	<u> </u>	9781531127244	83	Conn_gr8: Second Read
63		****		<u>}</u>	9781531127244 9781531127244	101 144	Conn_gr8: Speak and Listen 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 linguisically 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

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13	Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
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	(ii) understand the general meaning of spoken language ranging from situations in which language [is] 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	(iii) understand the general meaning of spoken language ranging from situations in which contexts 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	(iv) understand the main points of spoken language ranging from situations in which topics 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		NA	NA	NA	NA

	A	В	C	D	E	F	G
13			Breakout	Required Grade Level		Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
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	(vi) understand the main points of spoken language ranging from situations in which contexts 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	(vii) understand the important details of spoken language ranging from situations in which topics 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	(viii) understand the important details of spoken language ranging from situations in which language [is] 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	В	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
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	(i) understand implicit ideas in increasingly complex spoken language commensurate with grade-level learning expectations	NA	NA	NA	Electronic Programs
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:	(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
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	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
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 summarzing spoken messages commensurate with content and grade-level needs	NA	NA	NA	NA

## Chapter 110. English Language Arts and Reading, Grade 8

A	В	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
(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: 79	(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
				9781531127244	236	Conn_gr8: Project-Based Assessment-
				9781531127244	332	Roundtable Discussion Conn_gr8: Project-Based Assessments—Group
81 82				9781531127244	375	Discussion Conn. gr8: Speak and Listen
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to 183	(I) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs	(iv) demonstrate listening comprehension of increasingly complex spoken English by collaborating with peers commensurate with content and grade-level needs	NA	NA	NA	NA
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to: 84	(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 86 87				9781531127244 9781531127244 9781531127244 9781531127244	75 101 124	Conn gr8: Make Connections Conn gr8: Speak and Listen Conn gr8: Steps for Peer Review

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13	A Knowledge and Skills Statement	e Student Expectation	Breakout	U Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
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:	(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
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 (forma/linformal) 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 mus be linguisitically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:		(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
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 atts 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	<ul> <li>(ii) expand and internalize initial English vocabulary by retelling simple stories and basic information represented or supported by pictures</li> </ul>	T: K-12 S: 6-12	9781531127244	266	Conn_gr8: Preview Concepts
91					9781531127244	284	Conn_gr8: Project-Based Assessments—Retell a Folktale
92					9781531127244	298	Conn_gr8: Project-Based Assessments—Tell a Story
93					9781531127244	299	Conn_gr8: Project-Based Assessments— Interview an Elder

	А	В	C	D	F	F	6
13	Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
	(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be inguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(8) 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
92					0704504407044	<u></u>	<u> </u>
95	+					25	Conn_gr8: Steps for Peer Review ELL Resource: Student Handout:
96					9781531127282	41	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, ng 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
0	(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 (forma/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 inguistically 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

	٨	В	C	D	F	F	6
13	Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
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	(iii) speak using a variety of sentence types with increasing accuracy and ease as more English is acquired	NA	NA	NA	NA
101	(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 (forma/linformal) 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.
102					9781531127244	318	Conn_gr8: Narrative Poem
				<u> </u>		254 41	Conn_gr8: Use Transitions Conn_gr8: Speak and Listen
105	(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 (forma/linformal) 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
100					9781531127244	101	Conn_gr8: Speak and Listen
107						103 144	Conn gr8: Speak and Listen Conn gr8: Speak and Listen
100	<u>, , , , , , , , , , , , , , , , , , , </u>	<u> </u>	<u> </u>	<u> </u>	5/0103112/244	144	joonn_gio. Speak and Listen

	Α	В	C	D	F	F	G
Knov 13	wledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
acqui of mo aware (forma fluenn conte interm of En order enrict Englik (comr comm langu	tross-curricular second language lisition/speaking. The ELL speaks in a variety odes for a variety of purposes with an reness of different language registers all/informal) using vocabulary with increasing toy and accuracy in language arts and all ent areas. ELLs may be at the beginning, mediate, advanced, or advanced high stage rights language acquisition in speaking. In f or the ELL to meet grade-level learning citations across the foundation and thment curriculum, all instruction delivered in ish musicate ly acquenced, and scaffolded) mensurate with the student's level of English uage 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
110					9781531127244	41	Conn_gr8: Speak and Listen
111	<u></u>				9781531127244	89	Conn_gr8: Speech
112		******		<u> </u>	9781531127244	101	Conn_gr8: Speak and Listen
acqui of mo aware (forma fluen conte interm of En order expec enrict Englis (comr comr	ross-curricular second language iistion/speaking. The ELL speaks in a variety odes for a variety of purposes with an reness of different language registers tal/informal) using vocabulary with increasing toy and accuracy in language arts and all ont areas. ELLs may be at the beginning, mediate, advanced, or advanced high stage rights language acquisition in speaking. In for the ELL to meet grade-level learning totations across the foundation and thment curriculum, all instruction delivered in ish musicated, sequenced, and scaffolded) mensurate with the student's level of English uage proficiency. The student is expected to 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
acqui of mo aware (forma fluenc conte intern of En order expec enrict Englis (com comm langu 117	inss-curricular second language isition/speaking. The ELL speaks in a variety odes for a variety of purposes with an reness of different language registers adinformal) using vocabulary with increasing toy and accuracy in language arts and all ent areas. ELLs may be at the beginning, mediate, advanced, or advanced high stage rglish language acquisition in speaking. In for the ELL to meet grade-level learning totations across the foundation and hment curriculum, all instruction delivered in ish must be linguistically accommodated municated, sequenced, and scaffolded) mensurate with the student's level of English uage 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
110				{;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;	9781531127282	14	ELL Resource: Student Handout:
119	*******	*****************************	******	Ş		87	General Expressions in the Classroom
120	<u>····</u>	<u> </u>			9781531127244	87	Conn_gr8: Speak and Listen

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13	<u> </u>	B Student Expectation	C Breakout	D Required Grade Level	E Component ISBN	F Page (s)	G Specific Location or Hyperlink to Location for Electronic Programs
12	(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 adle enrichment curriculum, all instruction delivered in English must be inguistically 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	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.
12	2		** . * . * . * . * . * . * . * . * . *	***************************************	9781531127244	124	Conn_gr8: Steps for Peer Review
12	3				9781531127244	144	Conn_gr8: Speak and Listen
12	4				9781531127282	14	ELL Resource: Student Handout: General Expressions in the Classroom
12	(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 vocebulary 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 inguistically 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	<ul> <li>(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</li> </ul>	NA	NA	NA	NA
12	(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, intermedite, 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 curiculum, all instruction delivered in 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	В	С	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
122	(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 (forma/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 linguisitically 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
121	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
122	(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 (forma/linformal) using vocabulary with increasing fluency and accuracy in language ats 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 linguisitically 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

## Chapter 110. English Language Arts and Reading, Grade 8

	Α	В	C	D	F	L F	6
13	Knowledge and Skills Statement		Breakout		Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
	(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language ats 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
13					9781531127244	207	Conn_gr8: Speak and Listen
13					9781531127244	165 144	Conn_gr8: Speak and Listen Conn_gr8: Speak and Listen
13	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 purposes	NA	NA	NA	NA
12	(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 scatfolded) 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

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1	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 currioulum, all instruction delivered in English must be linguisitically 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
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 (forma/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 leaming expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguisically 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
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:			NA	NA	NA	NA

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Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELL 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 th foundation delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certail 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 139	(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		NA	NA	NA	NA
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELL 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 th foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certai 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	<ol> <li>(B) recognize directionality of English reading such as left to right and top to bottom</li> </ol>	(i) recognize directionality of English reading	NA	NA	NA	NA
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELL 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 th foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certai 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		S: 6-12	9781531127282	14	ELL Resource: Student Handout: General Expressions in the Classroom
						*
142				9781531127244	61-67	Conn_gr8: Text structures handouts
instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certai	English vocabulary and language structures used routinely in written classroom materials			9781531127282	14	

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13	Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
145	(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 (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
140	· · · · · · · · · · · · · · · · · · ·				9781531127282	16-17	ELL Resource: Student Handout:
146					9781531127244	10	Teaching Close reading Advertisement Activity Conn_gr8: ELL Support: First Read
149	(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 kindergrafen 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		T: K-12 S: 6-12	9781531127282	16-17	ELL Resource: Student Handout: Close Reading Handouts
150					9781531127282	14	ELL Resource: Student Handout: General Expressions in the Classroom
151							
153	(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 kindergraten 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		T: K-12 S: 6-12	9781531127282	16-17	ELL Resource: Student Handout: Close Reading Handouts
154					9781531127282	61-67	ELL Resource: Student Handout: Text structures
155	ŢĸŢĸŢĸŢĸŢĸŢĸŢĸŢĸŢĸŢĸŢĸŢĸŢĸŢĸŢ						
56			<u> </u>				

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Know	vledge and Skills Statement	Student Expectation	Breakout		Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
acquis texts fi level o may by or adv acquis meet ( found, instruc linguis seque the stu profici of thes aloud decod	oss-curricular second language sition/reading. The ELL reads a variety of for a variety of purposes with an increasing of comprehension in all content areas. ELLs e at the beginning, intermediate, advanced, vanced high stage of English language sition in reading. In order for the ELL to grade-level learning expectations across the ation and enrichment rumculum, all ction delivered in English must be stically accommodated (communicated, anced, and scaffolded) commensurate with udent's level of English language iency. For kindergarten and grade 1, certain se student expectations apply to text read for students not yet at the stage of ding 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		T: K-12 S: 6-12	9781531127244	8	Conn_gr8: Preview Concepts
158					9781531127244	53	Conn_gr8: Preview Concepts
159 160						96 134	Conn_gr8: ELL Support: Academic Vocabulary Conn_gr8: Preview Concepts
acquis texts f level o may b or adv acquis meet g found instruc linguis seque the stu profici of thes aloud	oss-curricular second language sition/reading. The ELL reads a variety of for a variety of purposes with an increasing of comprehension in all content areas. ELLs e at the beginning, intermediate, advanced, vanced high stage of English language sition in reading. In order for the ELL to grade-level learning expectations across the lation and enrichment curriculum, all ction delivered in English must be stically accommodated (communicated, anced, and scaffolded) commensurate with udent's level of English language iency. For kindergarten and grade 1, certain se student expectations apply to text read for students not yet at the stage of Jing 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
acquis texts fi level o may b or adv acquis meet g foundi instruc- linguis seque the stu proficie of thes aloud	oss-curricular second language sition/reading. The ELL reads a variety of for a variety of purposes with an increasing of comprehension in all content areas. ELLs e at the beginning, intermediate, advanced, vanced high stage of English language sition in reading. In order for the ELL to grade-level learning expectations across the lation and enrichment curriculum, all ction delivered in English must be stically accommodated (communicated, enced, and scaffolded) commensurate with udent's level of English language iency. For kindergarten and grade 1, certain for students not yet at the stage of sing written text. The student is expected to:	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
102					9781531127282	51	ELL Resource: Student Handout:
163			*****			52	Main Idea and Supporting Details handout ELL Resource: Student
164					9781531127282	60	Handout:Story Map ELL Resource: Student Handout:
165	• <u>••••••••••••••••••••</u> ••	<u></u>		<u> </u>	510103112/282	00	Claims, Reasons, and Evidence

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13	-						Electronic Programs
166	(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-	(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
167					9781531127282	51	ELL Resource: Student Handout:Main Idea and Supporting Details
168					9781531127282	52	handout ELL Resource: Student Handout: Story Map ELL Resource: Student Handout:
160					9781531127282	60	ELL Resource: Student Handout: Claims, Reasons, and Evidence
170	(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 students 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
171					9781531127282	50	ELL Resource: Graphic Organizers: Word Web
172					9781531127244 9781531127244	134 146	Conn_gr8: Preview Concepts Conn_gr8: Student Narrative
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

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Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to: 175	(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
176				9781531127244	61	Conn_gr8: Focus on Analyzing Allusions
177					76	Conn_gr8: First Read Determining the Central
1778			(			Idea
(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 179		(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
180				9781531127244	181	Conn_gr8: Second Read: Analyzing the Structure
				9781531127244	312	of a Paragraph Conn_gr8: Comparing and Contrasting Narrative
181			\$	Ş		Poetry and Prose Conn_gr8: Second Read: Analyzing Symbolism
182			· · · · · · · · · · · · · · · · · · ·	9781531127244	20	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 scafolded) 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 183	(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
184 185				9781531127244 9781531127244	85	Conn. gr8: Speak and Listen
1001				9781531127244	87 142	Conn_gr8: Speak and Listen Conn_gr8: Speak and Listen

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							Specific Location or
	Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Hyperlink to Location for
13							Electronic Programs
197	(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
188			••••••••••••••••••••••••••••••••••••••		9781531127244	134	Conn_gr8: Preview Concepts
189					9781531127244	160	Conn_gr8: Speak and Listen
190					<u>.</u>		
191	(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
192			***************************************		9781531127244	41	Conn_gr8: Speak and Listen
193			••••••••••••••••••••••			45	Conn_gr8: Speak and Listen and Write
194					9781531127244	88	Conn_gr8: Language: Directions for activity
105	(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-		T: K–12 S: 6–12	9781531127244	95	Conn_gr8: Preview Concepts
195			· · · · · · · · · · · · · · · · · · ·		9781531127244	198	Conn_gr8: Preview Concepts: Last paragraph
197						219	Conn. gr8: Preview Concepts: Last paragraph
198					······	266	Conn_gr8: Preview Concepts: Second half of
1198	,			<u>, , , , , , , , , , , , , , , , , , , </u>	1		page

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Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (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: 199	(G) demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs	(i) demonstrate comprehension of increasingly complex English by participating in shared reading commensurate with content area and grade level needs	NA	NA	NA	NA
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to: 200	(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 reteiling 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:
201 202 203					64 168 284	Conn gr8: Write Conn gr8: Write 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 (commensurated, 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: 204		(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
205				9781531127244	45	Conn. gr8: Speak and Listen Questions 1-3
206 207			*****	9781531127244 9781531127244	84 106	Conn_gr8: Questions 1-6 Conn_gr8: Questions 1-4

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13	Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
208	(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 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
209					9781531127244	155	Conn_gr8: First Read: Objective
210					9781531127244	200 424	Conn_gr8: First bullet point on page200 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:		(i) read silently with increasing ease for longer periods	NA	NA	NA	NA
712	(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:		(ii) read silently with increasing comprehension for longer periods	NA	NA	NA	NA

A	В	C C	D	E	E	G
Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level		Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELL 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 th foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (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 214	I. (I) demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text and distinguishing main ideas from details commensurate with content area needs	(i) demonstrate English comprehension by employing basic reading skills commensurate with content area needs	NA	NA	NA	NA
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELL 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 th foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (commenicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergatten 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 215	I. (I) demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text and distinguishing main ideas from details commensurate with content area needs	(ii) expand reading skills commensurate with content area needs	NA	NA	NA	NA
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELL 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 th foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (commenicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergatten 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 216	I, (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

	Α	В	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
	(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(K) demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade level needs	(i) demonstrate English comprehension and expand reading skills by employing analytical skills	NA	NA	NA	NA
	(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. Por 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:		(i) leam 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						213	Conn_gr8: Language: Spelling Words Ending in - ance and -ence
221		<u></u>					
	(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	(i) write using newly acquired basic vocabulary	T: K-12 S: 6-12	9781531127244	24	Conn_gr8: Write
223					9781531127244	26	Conn_gr8: Project-Based Assessments:Traditional Food Brochure
224	÷e÷e÷e÷e÷e÷e÷e÷e÷e;e;e;e;e;e;e;e;e;e;e;	ŢĸŢĸŢĸŢĸŢĸŢĸŢĸŢĸŢĸŢĸŢĸŢĸŢĸŢĸŢ ĸŢĸŢĸŢĸŢĸ	,	į a į a į a į a į a į a į a į a į a į a	9781531127244	32	Conn_gr8: Preview Concepts
225			·········		9781531127244	39	Conn_gr8: Write

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13	Knowledge and Skills Statement	Student Expectation	Breakout		Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
226	(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	(ii) write using content-based grade-level vocabulary	T: K–12 S: 6–12		278	Conn_gr8: ELL Support: Write
227					9781531127244	313	Conn_gr8: ELL Support: Write
228			******				Conn_gr8: Literary Analysis
229					9781531127244	401	Conn_gr8: Connect to Testing Questions 5 and 6
230	(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	(i) spell familiar English words with increasing accuracy	T: K-12 S: 6-12	9781531126025	405	Essential Guide: 30 A Spelling Strategies
200	• • • • • • • • • • • • • • • • • • • •		· · · · · · · · · · · · · · · · · · ·		9781531127244	213	Conn_gr8: Language: Spelling Words Ending in -
231							ance and -ence
233		,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	,			<u>}</u>
234	(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	(ii) employ English spelling pattern with increasing accuracy as more English is acquired	Т: К-12 S: 6-12	9781531126025	405	Essential Guide: 30 A Spelling Strategies
235 236 237					9781531127244	213	Conn_gr8: Language: Spelling Words Ending in - ance and -ence

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Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to: 238	(C) spell familiar English words with increasing accuracy, and employ English spelling patterns	(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
239 240					213	Conn_gr8: Language: Spelling Words Ending in ance and -ence
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: 242	(U) 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
		· · · · · · · · · · · · · · · · · · ·		9781531127244	297	Conn_gr8: Language: Nonstandard Verbs
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: 246	(D) edit writing for standard grammar and usage, including subject-verb agreement, pronoun	<ul> <li>(ii) edit writing for standard grammar and usage, including pronoun agreement, commensurate with grade-level expectations as more English is acquired</li> </ul>	T: K–12 S: 6–12	9781531126025	405	Essential Guide: 30 A Spelling Strategies
247				9781531127244	396	Conn_gr8: Language: Pronoun-Antecedent
247 248			<u> </u>			Agreement
49						{

Knowledge and Skills Statement	B Student Expectation	Breakout	D Required Grade Level	E Component ISBN	F Page (s)	G Specific Location or Hyperlink to Location for Electronic Programs
(5) Cross-curricular second language acquisition/writing. The ELL writes in forms with increasing accuracy to effe address a specific purpose and audit content areas. ELLs may be at the b intermediate, advanced, or advanced of English language acquisition in wr for the ELL to meet grade-level learn expectations across foundation and - curriculum, all instruction delivered in be linguistically accommodated (com sequenced, and scaffolded) commer the student's level of English languag proficiency. For kindergraften and gra of these student expectations do not the student has reached the stage o original written text using a standard	sctively ence in all eginning, h ligh stage ting. In order ing enrichment English must surate with p de 1, certain apply until generating English must encluding subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations a more English is acquired pendent in the subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject subject	including appropriate verb tenses, commensurate	T: K-12 S: 6-12	9781531126025	405	Essential Guide: 30 A Spelling Strategies
50 51 52				9781531127244	87	Conn_gr8: Language: Verb Tenses
53						
(5) Cross-curricular second language acquisition/writing. The ELL writes in forms with increasing accuracy to effe address a specific purpose and audit content areas. ELLs may be at the b intermediate, advanced, or advanced of English language acquisition in wr for the ELL to meet grade-level learn expectations across foundation and curriculum, all instruction delivered in be linguistically accommodated (com sequenced, and scaffolded) commer the student's level of English languag proficiency. For kindergarten and gra of these student expectations do not the student has reached the stage o original written text using a standard system. The student is expected to: 54	sctively ince in all eginning, h ligh stage ting. In order ing enrichment English muticated, surate with ge de 1, certain apply until generating (E) employ increasingly complex grammatical structures in content area witing commensuration structures in content area witing commensur	(i) employ increasingly complex grammatical	T: K-12 S: 6-12	9781531127244	415	Conn_gr8: Language: Active and Passive Voice
55				9781531127244 9781531127244	433 24	Conn_gr8: Language: Participles Conn_gr8: Language: Verbals
57				9781531127244	234	Conn_gr8: Language: Sentence Voice and Moo
(5) Cross-curricular second language acquisition/writing. The ELL writes in forms with increasing accuracy to eff address a specific purpose and audi content areas. ELLs may be at the b intermediate, advanced, or advanced of English language acquisition in wr for the ELL to meet grade-level learn expectations across foundation and curriculum, all instruction delivered in be linguistically accommodated (com sequenced, and scaffolded) commer the student's level of English languag proficiency. For kindergraften and gra of these student expectations do not the student has reached the stage o original written text using a standard system. The student is expected to:	<ul> <li>ictively isome in all eginning,</li> <li>high stage ting. In order ing</li> <li>enrichment English muticated, surate with apply until generating</li> </ul>	rrds (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
58			)	•		>

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13	Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
262	(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	sentence pattems in increasingly accurate ways as more English is acquired	T: K-12 S: 6-12		373	Conn_gr8: Write
263 264 265					9781531127244 9781531127244	125 354	Conn_gr8: Second Peer Review, Think Small Conn_gr8: Step 2
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
265	(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 9781531127244	284 318	Conn_gr8: Retell a Folktale Conn_gr8: Narrative Poem

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13	Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
	(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:	(G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired	(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
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
770	(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
279					9781531127244 9781531127244	383 401	Conn_gr8: Preview Concepts Conn_gr8: Question 6
281			~,~,~,~,~,~,~,~,~,~,~,~,~,~,~,~,~,~,~,		9781531127244	417	Conn_gr8: Literary Analysis

	Proclamation 2019 Correlation	is to the English Language Profic	ciency Standards (ELPS): Teache	er Material			
- ÷	Subject		and Skills for English Language Arts and F				
1.	Subchapter	Subchapter B. Middle School	······				
	Course	110.24. English Language Arts and Read	ing, Grade 8				
1	Publisher	Perfection Learning Corporation					
1	Program Title	Connections, Grade 8					
T	Program ISBN	9781531125868					
T	(a) Introduction.						
	proficiency standards are to be published along wi (2) In order for ELLs to be successful, they must a learn new concepts, process complex academic m (3) Classroom instruction that effectively integrates (4) Effective instruction in second language acquisi (5) The cross-curricular second language acquisitio (6) The English language proficiency levels of beg	th the Texas Essential Knowledge and Skills (TEKS) cquire both social and academic language proficienc aterial, and interact and communicate in English aca second language acquisition with quality content an sition involves giving ELLs opportunities to listen, spe on skills in subsection (c) of this section apply to ELLs inning, intermediate, advanced, and advanced high	y in English. Social language proficiency in English c demic settings. ea instruction ensures that ELLs acquire social and a ak, read, and write at their current levels of English d	onsists of the English needed for daily social interac academic language proficiency in English, learn the k levelopment while gradually increasing the linguistic ficiency levels within the language domains of listeni	tions. Academic language mowledge and skills in the complexity of the English t ng, speaking, reading, an	proficiency consists TEKS, and reach th hey read and hear, a	of the English needed to think critically, understan heir full academic potential. and are expected to speak and write.
+	(b) School district responsibilities.						
-f~		t can be found at <u>http://ritter.tea.state.tx.us/rules/tac/</u>	/chapter074/ch074a.html#74.4.				
2	(c) Cross-curricular second language acquisitio	n essential knowledge and skills		·,			
	Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for
	the weage and oking otatement		Dicunout			1 490 (3)	Electronic Programs
	(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(A) use prior knowledge and experiences to understand meanings in English	(i) use prior knowledge to understand meanings in English	T: K–12 S: 6–12	9781531127282	xv	TWE: Student Handout: Annotating a Text (tw
					9781531127282	134	TWE_gr8: ELL Support: Academic Vocabular ELL Support: Preview Concepts and Making Connections
					9781531127282	154	TWE_gr8: ELL Support: Preview Concepts Making Connections
,					9781531127282	159	TWE_gr8: ELL Support: Focusing on Determining the Meaning of Words and Phrases and Speal Listen
	(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with	(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 Vocabu
	the student's level of English language proficiency. The student is expected to:						
				) 	9781531127282	48	TWE_gr8: The Great- grandmother's Story TWE_gr8: Preview

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Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (commenicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to: 22	(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
23				9781531127282 9781531127282	101 103	TWE gr8: ELL Support: Speak and Listen
	**************************************				231	TWE_gr8: ELL Support: Speak and Listen TWE_gr8: ELL Support: Speak and Listen and
25		***************************************	<u> </u>	9701001127202	231	Write
(1) Cross-curricular second language acquisition/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 (commensurate with the student's level of English language proficiency. The student is expected to: 26	(B) monitor oral and written language production and employ self-corrective techniques or other resources	(ii) monitor written language production and employ self-corrective techniques or other resources	NA	NA	NA	NA
(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (commensurate with the student's level of English language proficiency. The student is expected to: 27	(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
28				9781531127282	46	TWE_gr8: ELL Support: Language
29			} }	9781531127282	100	TWE_gr8: ELL Support: Focusing on Defining Terms
30				9781531127282	134	TWE_gr8: Preview Academic Vocabulary
(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 (commensurate with the student's level of English language proficiency. The student is expected to: 31	(D) speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumdocution (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	. and Preview Concepts
				9781531127282	145	TWE_gr8: Speak and
32			<u>.</u>	Ş	231	Listen TWE_gr8: Speak and
33			<u>}</u>	{·····		Listen TWE_gr8: Project- Based Assessments—
34	<u>}</u> :-:::::::::::::::::::::::::::::::::::		<u>} - : - : - : - : - : - : - : - : - : - </u>	9781531127282	284	Retell a Folktale

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13	-	B Student Expectation	Breakout			Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
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	(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
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	(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
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	(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
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	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 (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 leam 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
	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	9781531127282	19	ELL Resource: Support for Teaching ELLs in Connections: Vocabulary flashcards

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A Knowledge and Skills Statement	B Student Expectation	C Breakout	D Required Grade Level	E Component ISBN	F Page (s)	G Specific Location or Hyperlink to Location for Electronic Programs
42				9781531127282	70	TWE_gr8: ELL Support: Project-Based
(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 (commensurated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to: 43	(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	<u>Assessment</u> NA
(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (commensurate with the student's level of English language proficiency. The student is expected to: 44	(G) demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations	(ii) demonstrate an increasing knowledge of when to use [formal and informal English] commensurate with grade-level learning expectations	NA	NA	NA	NA
(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to: 45	(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		NA	NA	NA	NA
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to: 46	(A) distinguish sounds and intonation patterns of English with increasing ease	(i) distinguish sounds of English with increasing ease	NA	NA	NA	NA

	A Knowledge and Skills Statement	B. Student Expectation	C.	D Required Grade Level	E Component ISBN	F Page (s)	G Specific Location or Hyperlink to Location for
13			Dictinout			1 age (3)	Electronic Programs
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	(A) distinguish sounds and intonation patterns of English with increasing ease	(i) distinguish intonation patterns of English with increasing ease	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:	(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
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	(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
50 51 52	(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) leam new expressions heard during classroom instruction and interactions	Т: К–12	9781531127282 9781531127282 9781531127282 9781531127282	.46. 146 	TWE gr8: Language: Verbs and Moods TWE gr8: ELL Support: Language TWE gr8: ELL Support: Language ELL Resource: Student Handout: General Expressions in the Classroom

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13	A Knowledge and Skills Statement	B Student Expectation	Breakout	D Required Grade Level	E Component ISBN	Page (s)	G Specific Location or Hyperlink to Location for Electronic Programs
54					9781531127282	42	ELL Resource: Sentence Frames for Connectio
					9781531127282	42	TWE_gr8: ELL Support: Third Read and
56					9781531127282	100	Comparing Texts TWE_gr8: ELL Support: Focus on Defining Terr
	(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) leam 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					9781531127282	18-21	ELL Resource: Teaching Vocabulary TWE_gr8: ELL Support: Focusing on Defining
59					9781531127282	100	
60						74	Terms TWE_gr8: ELL Support: Preview Academic Vocabulary
	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) leam academic vocabulary heard during classroom instruction and interactions	T: K–12 S: 6–12	9781531127282	18-21	ELL Resource: Teaching Vocabulary
62					9781531127282	440	TWE_gr8: Preview Academic Vocabulary
63	:::::::::::::::::::::::::::::::::::::::				9781531127282	100	TWE gr8: Focusing on
64					9781531127282	423	Defining Terms 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
66 67 68					9781531127282 9781531127282	23 75	ELL Resource: Informal Assessments TWE_gr8: ELL Support: Make Connections

	A	В	C	D	F	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
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:	(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					9781531127282	254	TWE_gr8: Steps for
70						234 236	Peer Review TWE_gr8: ELL Support: Project- Based Assessment— Roundtable Discussion
71					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

## Chapter 110. English Language Arts and Reading, Grade 8

	A	В	C	D	E	F	G
13	-	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
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:	(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
76					9781531127282	83	TWE_gr8: Second Read TWE gr8: Speak and
77		****			9781531127282	101	Listen TWE_gr8: Speak and
78					9781531127282	144	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 linguisitically 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	(ii) listen to and derive meaning from a variety of media to build and reinforce language attainment	NA	NA	NA	NA

A	В	C	D	E	F	G
12		Breakout	Required Grade Level		Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated in English must be linguistically accommodated in English must be linguistically accommodated in English language proficiency. The student's level of English language proficiency. The student is expected to: 81	(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar	(i) understand the general meaning of spoken language ranging from situations in which topics are familiar to unfamiliar	NA	NA	NA	NA
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (commensurate with the student's level of English language proficiency. The student is expected to: 82	(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar	(ii) understand the general meaning of spoken language ranging from situations in which language [is] are familiar to unfamiliar	NA	NA	NA	NA
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (commensurate with the student's level of English language proficiency. The student is expected to: 83	(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar	(iii) understand the general meaning of spoken language ranging from situations in which contexts are familiar to unfamiliar	NA	NA	NA	NA
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (commensurate with the student's level of English language proficiency. The student is expected to: 84	(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		NA	NA	NA	NA

	A	В	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
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		NA	NA	NA	Electronic Programs
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 (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		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	(vii) understand the important details of spoken language ranging from situations in which topics 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 (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		NA	NA	NA	NA

	A	В	C	D	E	F	G
13	Ŭ.		Breakout	Required Grade Level		Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
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:	(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
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	(i) understand implicit ideas 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	(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
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:	(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

Image: specific lange of the specific lange of the specific lange of the specific lange of the specific lange of the specific lange of the specific lange of the specific lange of the specific lange of the specific lange of the specific lange of the specific lange of the specific lange of the specific lange of the specific lange of the specific lange of the specific lange of the specific lange of the specific lange of the specific lange of the specific lange of the specific lange of the specific lange of the specific lange of the specific lange of the specific lange of the specific lange of the specific lange of the specific lange of the specific lange of the specific lange of the specific lange of the specific lange of the specific lange of the specific lange of the specific lange of the specific lange of the specific lange of the specific lange of the specific lange of the specific lange of the specific lange of the specific lange of the specific lange of the specific lange of the specific lange of the specific lange of the specific lange of the specific lange of the specific lange of the specific lange of the specific lange of the specific lange of the specific lange of the specific lange of the specific lange of the specific lange of the specific lange of the specific lange of the specific lange of the specific lange of the specific lange of the specific lange of the specific lange of the specific lange of the specific lange of the specific lange of the specific lange of the specific lange of the specific lange of the specific lange of the specific lange of the specific lange of the specific lange of the specific lange of the specific lange of the specific lange of the specific lange of the specific lange of the specific lange of the specific lange of the specific lange of the specific lange of the specific lange of the specific lange of the specific lange of the specific lange of the specific lange of the specific lange of the specific lange of the specific lange of the specific lange		A	B	C	D	F	F	6
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is qualitable integring The ELL laters to a variety of spaces monosity such on measuring work of spaces monosity such on measuring work of spaces monosity such on measuring work of spaces monosity of spaces monosity of spaces monosity of spaces monosity of spaces monosity of spaces monosity of spaces monosity of spaces monosity of spaces monosity of spaces monosity of spaces monosity of spaces monosity of spaces monosity of spaces monosity of spaces monosity of spaces monosity of spaces monosity of spaces monosity of spaces monosity of spaces monosity of spaces monosity of spaces monosity of spaces monosity of spaces monosity of spaces monosity of spaces monosity of spaces monosity of spaces monosity of spaces monosity of spaces monosity of spaces monosity of spaces monosity of spaces monosity of spaces monosity of spaces monosity of spaces monosity of spaces monosity of spaces monosity of spaces monosity of spaces monosity of spaces monosity of spaces monosity of spaces monosity of spaces monosity of spaces monosity of spaces monosity of spaces monosity of spaces monosity of spaces monosity of spaces monosity of spaces monosity of spaces monosity of spaces monosity of spaces monosity of spaces monosity of spaces monosity of spaces monosity of spaces monosity of spaces monosity of spaces monosity of spaces monosity of spaces monosity of spaces monosity of spaces monosity of spaces monosity of spaces monosity of spaces monosity of spaces monosity of spaces monosity of spaces monosity of spaces monosity of spaces monosity of spaces monosity of spaces monosity of space monosity of space monosity of space monosity of space monosity of spaces monosity of spaces monosity of spaces monosity of spaces monosity of spaces monosity of spaces monosity of spaces monosity of spaces monosity of spaces monosity of spaces monosity of spaces monosity of spaces monosity of spaces monosity of spaces monosity of spaces monosity of spaces monosity of spaces monosity of spaces monosity of spaces monosit	93	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))	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	increasingly complex spoken English by retelling or summarizing spoken messages commensurate	NA	NA	NA	NA
95       200       Points 112/222       200       Roundbabe Discussion.         96       97       97       97       97       97       97       97       97       97       97       97       97       97       97       97       97       97       97       97       97       97       97       97       97       97       97       97       97       97       97       97       97       97       97       97       97       97       97       97       97       97       97       97       97       97       97       97       97       97       97       97       97       97       97       97       97       97       97       97       97       97       97       97       97       97       97       97       97       97       97       97       97       97       97       97       97       97       97       97       97       97       97       97       97       97       97       97       97       97       97       97       97       97       97       97       97       97       97       97       97       97       97       97       9	94	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	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	increasingly complex spoken English by responding to questions and requests commensurate with content and grade-level		9781531127282	25	
96       Support: Project-Based Assessments—Group         97       97         97       97         (2) Cross-curricular second language acquisition/listening. The ELL listen is to a variety of speakers including teachers, peers, and using level of comprehension of messages, responding to questions and requests, orders acquisition in listening. In increasing level of comprehension of messages, responding to questions and requests, order acquisition in listening. In order for the ELL to meet grade-level learning expectation delivered in English hanguage acquisition in listening. In and taking notes commensurate with content and grade-level needs       (iv) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken english by colored learning with peers, commensurate with content and grade-level needs       T: K-12       9781531127282       457       TwE_grif: ELL Support: Write         98       98       97       9781531127282       20       TWE_grif: ELL Support: Write	95							Roundtable Discussion
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of nerve asing level of comprehension of newly acquised language in all content areas. ELLs may be at the beginning, interreadiate, advanced, or advanced high stage of English language acquisition in listening. In orceasing level of comprehension of the ELL to meet grade-level learning expectations across the foundation and encidence and scaffolded) commensurate with content and grade-level needs       (v) demonstrate listening comprehension of increasing level of comprehension of increasing level of comprehension of increasing level of comprehension of increasing level of comprehension and encidence and scaffolded) commensurate with content and grade-level needs       (v) demonstrate listening comprehension of increasing level of comprehension of increasing level of comprehension of increasing level of commensurate with content and grade-level needs       T: K-12       9781531127282       457       TWE_gr6: ELL Support: Project-Based Assessments—Lincoln-Douglas Debate         101       grade-level needs       increasing level of English is support: Project-Based Assessments—Lincoln-Douglas Debate       T: K-12       9781531127282       457       TWE_gr6: ELL Support: Write         102       103       103       103       103       103       103       103       103       103       103       103       103       103       103       103       103       103       103       103       103       103       103       103       103<	50							Support: Project-Based Assessments—Group Discussion
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 directions, retelling or summarizing spoken enseights any complex spoken English by following directions, retelling or summarizing spoken enseights complex spoken English by collaborating with peers, and taking notes commensurate with content and grade-level needsT: K-129781531127282457TWE_gr8: ELL Support: Project-Based Assessments—Lincoln- Douglas Debate98999991929292929292929292929292929293949494959595969781531127282978153112728297815311272829781531127282978153112728297815311272829781531127282978153112728297815311272829781531127282978153112728297815311272829781531127282978153112728297815311272829781531127282978153112728297815311272829781531127282978153112728297815311272829781531127282978153112728297815311272829781531127282<	97	[			*****	9781531127282	375	TWE_gr8: ELL Support: Speak and Listen
99         9781531127282         20         TWE_qr8: ELL Support: Write           9781531127282         21         TWE_qr8: ELL Support: Write           1001         9781531127282         22         TWE qr8: ELL Support: Write	98	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:	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	increasingly complex spoken English by collaborating with peers commensurate with content and grade-level needs			457	Support: Project-Based Assessments—Lincoln- Douglas Debate
	100					9781531127282	20	TWE_gr8: ELL Support: Write
	100	francesana and a second second second second second second second second second second second second second se	, , , , , , , , , , , , , , , , , , ,		,	9781531127282	21	TWE_gro: ELL Support: Second Read

	A	В	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
102	(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	9781531127282	74	TWE_gr8: ELL Support: Preview Concepts
103					9781531127282		TWE gr8: ELL Support: Make Connections
104					9781531127282	87	TWE_gr8: Speak and Listen 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 (forma/linformal) 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 studen's level of English language proficiency. The student is expected to:		(i) practice producing sounds of newly acquired vocabulary to pronounce English words in a manner that is increasingly comprehensible	NA	NA	137 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 (forma/linformal) 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 desorbing 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	В	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
108	(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:		(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
109					9781531127282	284	TWE_gr8: ELL Support: Project-Based Assessments—Retell a Folktale
110					9781531127282	298	TWE_gr8: ELL Support: Project-Based Assessments—Tell a
111					9781531127282	299	Story TWE_gr8: ELL Support: Project- Based Assessments— Interview an Elder
112	(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:		(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 ELL Resource: Student Handout: Sentence
114					9781531127282	41	Frames for Connections Grade 8
115					9781531127282	237	TWE_gr8: Roundtable Discussion
	(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (forma/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beijnning, 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	В	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
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	(ii) speak using a variety of sentence lengths with increasing accuracy and ease as more English is acquired	NA	NA	NA	NA
	(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired	(iii) speak using a variety of sentence types with increasing accuracy and ease as more English is acquired	NA	NA	NA	NA
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 atts 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

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13	Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
123	(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					0791531127292	101	TWE_gr8: ELL Support: Speak and Listen
124		<u></u>			9781531127282 9781531127282	101 103	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 leaming expectations across the foundation and enrichment curriculum, all instruction delivered in 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		89	TWE_gr8: ELL Support: Project-Based Assessments
128					9781531127282	101	TWE_gr8: ELL Support: Speak and Listen
129					9781531127282	101 103	TWE gr8: ELL Support: Speak and Listen TWE gr8: ELL Support: Speak and Listen
130	(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) share information in cooperative learning interactions	Т: К–12 S: 6–12	9781531127282 9781531127282	24	TWE_gr8: ELL Support: Speak and Listen TWE_gr8: Speak and Listen
132						41	TWE_gr8: Speak and Listen and Write
132	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,		*****		9781531127282	45	Listen and Write TWE_gr8: Speak and Listen and Write
					9781531127282	64	TWE_gr8: Speak and
134					5.01001121202		Listen

	А	В	с	D	F	F	6
13		Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
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 (forma/informa)) 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, hickluding 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
136					9781531127282	87	TWE_gr8: ELL Support: Speak and Listen
137					9781531127282	89	TWE_gr8: Speech
138					9781531127282	111	TWE_gr8: On Your Own: Integrating Ideas 4.
139	(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 artist 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 vocabulari, 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, hickuding 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
140					9781531127282	144	TWE_gr8: ELL Support: Speak and Listen
141			\$ : 1 : 1 : 1 : 1 : 1 : 1 : 1 : 1 : 1 :	\$ : : : : : : : : : : : : : : : : : : :	9781531127282	14	ELL Resource: Student Handout: General
142				<u> en el el el el el el el el el el el el el </u>		165	Expressions in the Classroom TWE_gr8: ELL Support: Speak and Listen
143	(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	<ul> <li>(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</li> </ul>	T: K–12	9781531127282	11	ELL Resource: Think-Pair-Share
144					9781531127282	10	ELL Resource: Modeling
						14	ELL Resource: Student Handout: General
145 146						189	Expressions in the Classroom TWE_gr8: ELL Support: Speak and Listen and Write

## Chapter 110. English Language Arts and Reading, Grade 8

	A	В	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
147	(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) comensurate 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
149					9781531127282	14	ELL Resource: Student Handout: General Expressions in the Classroom
150					9781531127282	236	TWE_gr8: ELL Support: Project- Based Assessment— Roundtable Discussion
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 (forma/linformal) 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
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	(i) narrate with increasing specificity and detail as more English is acquired	NA	NA	NA	NA

	А	В	C	D	E	F	G
Kno 13		Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
acqu of m awar (form fluen contr inter of Er enric Engl (com	Cross-curricular second language uisition/speaking. The ELL speaks in a variety ides for a variety of purposes with an reness of different language registers navinformal jusing vocabulary with increasing noy and accuracy in language arts and all tent areas. ELLs may be at the beginning, mediate, advanced, or advanced high stage nglish language acquisition in speaking. In r for the ELL to meet grade-level learning estations across the foundation and chment curriculum, all instruction delivered in lish must be linguistically accommodated municated, sequenced, and scaffolded) mensurate with the student's level of English uage 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
acqu of m awar (form fluen contr inter of Er enric Engl (com	Cross-curricular second language sistiton/speaking. The ELL speaks in a variety odes for a variety of purposes with an reness of different language registers nay and accuracy in language arts and all tent areas. ELLs may be at the beginning, mediate, advanced, or advanced high stage nglish language acquisition in speaking. In f or the ELL to meet grade-level learning ectations across the foundation and chment curriculum, all instruction delivered in lish must be linguistically accommodated mmunicated, sequenced, and scaffolded) mensurate with the student's level of English luage 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
154 155 156					9781531127282	207 165 144	TWE gr8: ELL Support: Speak and Listen TWE gr8: ELL Support: Speak and Listen TWE gr8: ELL Support: Speak and Listen
(3) C acqu of m awar (form fluen contri intern of Er orde expe enric Engl (com	Cross-curricular second language uisition/speaking. The ELL speaks in a variety odes for a variety of purposes with an reness of different language registers nal/informal) using vocabulary with increasing nay and accuracy in language arts and all tent areas. ELLs may be at the beginning, mediate, advanced, or advanced high stage nglish language acquisition in speaking. In r for the ELL to meet grade-level learning ectations across the foundation and chment curriculum, all instruction delivered in lish must be linguistically accommodated munuicated, sequenced, and scaffolded) mensurate with the student's level of English uage proficiency. The student is expected to:		(i) adapt spoken language appropriately for formal purposes		9/0103112/202	NA	NA

	A	В	C	D	E	F	G
	, and the second second second second second second second second second second second second second second se	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for
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 scatfolded) 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	Electronic Programs
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 leaming expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scatfolded) 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
16:	(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 injugitically 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	В	С	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
t t r c c a a f f i i s t t s t t s t	(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 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
a t r c c a a f f i i s t t F c c a a s t t	(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing evel 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		NA	NA	NA	NA
( a a t t i i r r r r f f i i s t t k k a a a c r r f a a a c r r f f i a a a c r r f f i a a a a a a a a a a a a a a a a a	(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of lexts 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 nstruction delivered in English must be linguistically accommodated (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

A	В	С	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
(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: 165	(C) develop basic sight vocabulary, derive	(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
166 167				9781531127282	61-67	ELL Resource: Text structures handouts
<u>168</u>						<u>{</u>
(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: 169	(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials	(ii) denve meaning of environmental print	T: K–12 S: 6–12	9781531127282	14	ELL Resource: Student Handout: General Expressions in the Classroom
170				9781531127282 9781531127282	16-17 10	ELL Resource: Student Handout: Teaching Close reading Advertisement Activity TWE_gr8: ELL Support: First Read
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: 173	(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		9781531127282	15	ELL Resource: Teaching Close Reading Paragraph 1
174				9781531127282	14	ELL Resource: Student Handout: General Expressions in the Classroom
175				9781531127282	6	TWE_gr8: ELL Support: Preview Unit 1 Essential Question
176				9781531127282	16-17	ELL Resource: Student Handout: Close Reading Handouts

A	В	С	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
(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: 7	(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	Т: К-12 S: 6-12	9781531127282	15	ELL Resource: Teaching Close Reading Paragraph 1
в				9781531127282	61-67	ELL Resource: Student Handout: Text structu
9 00				9781531127282	16-17	ELL Resource: Student Handout: Close Reading Handouts
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(D) use prereading supports such as graphic organizers, illustrations, and pretaught topic- related vocabulary and other prereading activities to enhance comprehension of written text	(i) use prereading supports to enhance comprehension of written text	T: K-12 S: 6-12	9781531127282	20	ELL Resource: Preview the Text
12			<u>}</u>	9781531127282	20	ELL Resource: Questioning TWE_gr8: Preview
3	<u>.</u>		<u> </u>	9781531127282 9781531127282	8 53	Concepts TWE_gr8: Preview
(4) (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 (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	т. к-12	9781531127282	120	.Concepts TWE_gr8: ELL Support: Find Sources and Gather Information
		: 			125	TWE_gr8: ELL Support: Second and Final Pe Review
				9781531127282 9781531127282	244 332	TWE gr8: ELL Support. Find Sources TWE_gr8: ELL Support: Project- Based Assessments— Brochure

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	Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for
13	ч -					- <b>3</b> - (-)	Electronic Programs
189	(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 ad enrichment curriculum, all instruction delivered in English must be linguistically accommodated (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
190					9781531127282	155	TWE_gr8: ELL Support: First Read, Story Map TWE_gr8: ELL Support: First Read, Main Idea
191					9781531127282	175	and Supporting Details graphic organizer
192					9781531127282	104	TWE_gr8: ELL Support: Third Read, Claims, Reasons, and Evidence Graphic Organizer
<u>193</u>	(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 TWE: qr8: ELL Support: First Read, Story Map
1.54					9781531127282	175	TWE_gr8: ELL Support: First Read, Main Idea
195					9781531127282	104	and Supporting Details graphic organizer TWE_gr8: ELL Support: Third Read, Claims,
196					9101031121282	104	Reasons, and Evidence Graphic Organizer
197	(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	Т: К–12 S: 6–12	9781531127282	49	ELL Resource: Graphic Organizers: Frayer Model
198						50	ELL Resource: Graphic Organizers: Word Web TWE_gr8: ELL Support: PReview Concepts and
199						154 40	Making Connections
200	<u>,</u>	··········			9781531127282	40	TWE_gr8: ELL Support: Second Read

		p	C C	D	F	r	ĉ
Knowledge and Skills S		Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(4) Cross-curricular second acquisition/reading. The EL texts for a variety of purpos level of comprehension in a may be at the beginning, in or advanced high stage of acquisition in reading. In or meet grade-level learning of foundation and enrichment instruction delivered in Eng linguistically accommodate sequenced, and scaffolder the student's level of Englis proficiency. For kindergarte of these student expectatic aloud for students not yet a decoding written text. The : 201	LL reads a variety of sees with an increasing all content areas. ELLs netmediate, advanced, English language dref for the ELL to expectations across the curriculum, all lish must be d (communicated, d) commensurate with sh language an and grade 1, certain ons apply to text read at the stage of	(F) use visual and contextual support and support from peers and teachers to read grade- appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	(iv) use visual and contextual support to develop grasp of language structures needed to comprehend increasingly challenging language	NA	NA	NA	NA
(4) Cross-curricular second acquisition/reading. The EL texts for a variety of purpos level of comprehension in a may be at the beginning, ir or advanced high stage of acquisition in reading. In or meet grade-level learning e foundation and enrichment instruction delivered in Eng linguistically accommodate sequenced, and scaffolder the student's level of Englis proficiency. For kindergarte of these student expectatic aloud for students not yet a decoding written text. The st 202	LL reads a variety of sees with an increasing all content areas. ELLs thermediate, advanced, English language rdder for the ELL to expectations across the cardiculum, all light must be d (communicated, d) commensurate with sh language an and grade 1, certain ons apply to text read at the stage of	(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
203					9781531127282	427	TWE_gr8: Focus on Making Inferences
204		***************************************		{	9781531127282 9781531127282	305 383	TWE_gr8: ELL Support: First Read TWE_gr8: ELL Support: Preview Concepts
(4) Cross-curricular second acquisition/reading. The EL texts for a variety of purpos level of comprehension in a may be at the beginning, ir or advanced high stage of acquisition in reading. In or meet grade-level learning e foundation and enrichment instruction delivered in Eng linguistically accommodate sequenced, and scaffolder the student's level of Englis proficiency. For kindergarte of these student expectatic aloud for students not yet a decoding written text. The s 206	language Li reads a variety of ses with an increasing all content areas. ELLs itermediate, advanced, English language dred rof the ELL to syspectations across the t curriculum, all lish must be d (communicated, 1) commensurate with h language en and grade 1, certain ons apply to text read at the stage of	(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		T: K-12 S: 6-12	9781531127282	83	TWE_gr8: ELL Support: Second Read: Analyzing Text Organizational Structures
207				***************************************	9781531127282 9781531127282	312 21	TWE_gr8: ELL Support: Second Read TWE_gr8: ELL Support: Second Read: Analyzing Symbolism and Theme
209					9781531127282	63	and Theme TWE_gr8: ELL Support: Second Read: Analyzing Authors' Points of View

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(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing in set configure devel learning expectations across the foundation and enrichment turniculum, all instruction delivered in English hanguage proficiency. For kindergaten and grade 1, certain 	TWE_gr8: ELL Support:Speak and Listen
211	TWE_gr8: ELL Support:Speak and Listen
210         9781531127282         85           212         9781531127282         87           213         9781531127282         142	TWE_gr8: ELL Support: Speak and Listen
213       9781531127282       142         (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 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 profile accommensurate with the student's level of English language of denging language that the stage of decoding within text. The student is expectations apply to text read aloud for students not yet at the stage of decoding within text. The student is expected to:       (i) (ii) Use support from peers and teachers to end grade-appropriate content area text, enhance and configuration and envirops occabulary, grass of language structures, and background knowledge needed to comprehend increasingly challenging language       T: K-12 S: 6-12       9781531127282       53         214       214       214       214       214       214       214       214	TWE_gr8: ELL Support: Speak and Listen
9781531127282 74	TWE_gr8: Preview
215 216 9781531127282 18	Academic Vocabulary ELL Resource: Teaching Vocabulary
(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 grage of language structures, and background knowledge needed to comprehend increasingly       (k) 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
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: 218	
sequenced, and scaffolded) commensurate with challenging language 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	TWE_gr8: ELL Support: Speak and Listen and
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: 218	TWE_grif: ELL Support: Speak and Listen and Write TWE_grif: ELL Support: Language

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13	-	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
	(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(F) use visual and contextual support and support from peers and teachers to read grade- appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	(x) use support from peers and teachers to develop background knowledge needed to comprehend increasingly challenging language	T: K–12 S: 6–12	9781531127282	95	TWE_gr8: Preview Concepts
222	<u> </u>			• • • • • • • • • • • • • • • • • • • •	9781531127282	198	TWE_gr8: Preview Concepts: Last paragraph
224					9781531127282	219	TWE_gr8: Preview Concepts: Last paragraph
225	<u>}</u>				9781531127282	266	TWE_gr8: Preview Concepts: Second half of page
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
222	(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 reteiling 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	<u> </u>				9781531127282	305	TWE_gr8: ELL Support: First Read
229 230					9781531127282	64 168	TWE_gr8: ELL Support: Write
230		<u></u>	<u></u>	<u>,</u>	9781531127282	168	TWE_gr8: ELL Support: Write

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13	Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
231	(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
232					9781531127282	45	TWE_gr8: Speak and Listen Questions 1-3
233				<u>.</u>	9781531127282	84	TWE_gr8: Questions
234					9781531127282	106	TWE_gr8: Questions 1-4
235	(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:		(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
236 237 238					9781531127282 9781531127282 9781531127282	155 200 210	TWE_gr8: ELL Support: First Read TWE_gr8: ELL Support: First Read TWE_gr8: ELL Support: Third Read
	(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) oommensurate 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

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13		Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
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:	(H) read silently with increasing ease and comprehension for longer periods	(ii) read silently with increasing comprehension for longer periods	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 (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
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

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	Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
24	(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(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	Electronic Programs
24	(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(K) demonstrate English comprehension and	(i) demonstrate English comprehension and expand reading skills by employing analytical skills	NA	NA	NA	NA
24	(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 onginal 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
24					9781531126025	407	Essential Guide: 30 B.1 Words with ie and ei
24					<u>.</u>		<u>}</u>

	A Cnowledge and Skills Statement	B Student Expectation	C Breakout	D Required Grade Level	E Component ISBN	F Page (s)	G Specific Location or Hyperlink to Location for Electronic Programs
a fo ir c o o c b c b s t t t t v o o t t t v o o c t o o o c t o o o o t o o o o o o	5) Cross-curricular second language requisition/writing. The ELL writes in a variety of oms with increasing accuracy to effectively address a specific purpose and audience in all ontent areas. ELLs may be at the beginning, thermediate, advanced, or advanced high stage of English language acquisition in writing. In order or the ELL to meet grade-level learning expectations across foundation and enrichment urriculum, all instruction delivered in English must einguistically accommodated (communicated, equenced, and scaffolded) commensurate with he student's level of English language torificiency. For kindergarten and grade 1, certain of these student expectations do not apply until he student has reached the stage of generating original written text using a standard writing ystem. 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	Electronic Programs
245					9781531127282	27	TWE_gr8: ELL Support: Project-Based
250 251 252				<u>,</u>	9781531127282 9781531127282	32 39	Assessments TWE gr8: ELL Support: Preview Concepts TWE gr8: ELL Support: Write
a fr c c ir o fr c b s t t t p o t t t v o o t t	5) Cross-curricular second language icquisition/writing. The ELL writes in a variety of orms with increasing accuracy to effectively address a specific purpose and audience in all ontent areas. ELLs may be at the beginning, ntermediate, advanced, or advanced high stage of English language acquisition in writing. In order or the ELL to meet grade-level learning expectations across foundation and enrichment urinculum, all instruction delivered in English must be linguistically accommodated (communicated, requenced, and scaffolded) commensurate with he student's level of English language proficiency. For kindergarten and grade 1, certain of the student se reached the stage of generating niginal written text using a standard writing ystem. 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
253		•			9781531127282 9781531127282	313 394	TWE_gr8: ELL Support: Write TWE_gr8: ELL Support: Write
256					9781531127282	401	TWE_gr8: Connect to Testing Questions 5 and 6
a fr a c c ir ir o o f e c b s s tt t P o o t t v o s s 257	5) Cross-curricular second language icquisition/writing. The ELL writes in a variety of orms with increasing accuracy to effectively iddress a specific purpose and audience in all ontent areas. ELLs may be at the beginning, ntermediate, advanced, or advanced high stage of English language acquisition in writing. In order or the ELL to meet grade-level learning expectations across foundation and enrichment urriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with estudent's level of English language vroficiency. For kindergarten and grade 1, certain the student expectations do not apply until he student text using a standard writing ystem. The student is expected to:	(C) spell familiar English words with increasing accuracy, and employ English spelling pattems 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

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Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(6) 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 pattems and rules with increasing accuracy as more English is acquired	(ii) employ English spelling pattem 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
262				9781531126025	407	Essential Guide: 30 B.1
263 264			• • • • • • • • • • • • • • • • • • • •			Words with ie and ei
(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: 265	(C) spell familiar English words with increasing accuracy, and employ English spelling patterns	(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
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
270			5	9781531126025	334	Essential Guide: 24 A.2 Singular and Plural Subjects

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Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for
3						Electronic Programs
(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beignning, 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 has reached the stage of generating	(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	<ul> <li>(ii) edit writing for standard grammar and usage, including pronoun agreement, commensurate with grade-level expectations as more English is acquired</li> </ul>	T: K–12 S: 6–12	9781531127282	396	TWE_gr8: Language: Pronoun-Antecedent Agreement
original written text using a standard writing system. The student is expected to: 73 74 75 76				9781531126025	328	Essential Guide: 23 B Pronouns and Their Antecedents
(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 beignning, 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: 77	(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
77 78 79				9781531126025	309	Essential Guide: 22 B.1 Uses of the Tenses
(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergraten 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
1 2 3				9781531127282 9781531127282 9781531127282	433 24 234	TWE_gr8: Language: Participles TWE_gr8: Language: Verbals TWE_gr8: Language: Sentence Voice and N

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13	Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
285	(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, pattems, 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
286					9781531126025	38	Essential Guide: Combining by Coordinating
287					9781531126025 9781531127282 9781531127282	354 373	TWE_gr8: Step 2 TWE_gr8: ELL Support: Write
289	(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 physics, clauses, and sentences in	(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
290				***************************************	9781531127282	125	TWE_gr8: Second Peer Review, Think Small
291 292			*****	,	9781531127282	354	TWE_gr8: Step 2
	(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:		(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	Т: К–12 S: 6–12	9781531127282	254	TWE_gr8: Use Transitions
293 294					0704504400005	20	Essential Guide: Combining by Coordinating
294				<u>}</u>	9/81531126025	36	Essential Guide: Combining by Coordinating TWE_gr8: Narrative
295					9781531127282	318	Poem
296	<u>,</u>			<u>}</u>			

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13	Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
297	(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
298					9781531127282	284	TWE_gr8: Write a Frame Narrative
299					9781531127282	284	TWE_gr8: Retell a Folktale
300					9781531127282	318	TWE_gr8: Narrative Poem
301	(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
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
305	(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	(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

	A	В	C	D	E	F	G
13	Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level		Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
306					9781531127282	383	TWE_gr8: Preview Concepts
307					9781531127282	401	TWE_gr8: Question 6
308	<pre>\$ • 1 • 1 • 1 • 1 • 1 • 1 • 1 • 1 • 1 •</pre>					417	TWE_gr8: Literary Analysis