English Language Proficienc	y Standards (ELPS): Student/Teacher Material						
Subject	Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading						
Subchapter	Subchapter C. High School						
Course	§110.37. English II (One Credit), Adopted 2017						
Publisher	Perfection Learning Corporation						
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Program ISBN (identical content)	rogram ISBN (identical content) 9781531149227						
(a) Introduction.) Introduction.						

- (1) The English language proficiency standards in this section outline English language proficiency level descriptors and student expectations for English language refliciency standards are to be published along with the Texas Essential Knowledge and Skills (TEKS) for 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

- (1) The English language protoency standards in this section outline English language protoency level descriptors and student expectations for English language protoency standards in this section as an integral and cademic language protoency standards are to be published along with the 1 exast Essential Knowledge and Skills (TEKS) for each subject in the required curriculum. The English language protoency standards in this section as an integral and cademic language protoency in English control and cademic language protoency in English section as an integral and cademic language protoency in English and cademic language protoency in English language protoenc

(b) School district responsibilities.

 $This section is not applicable to this document, but can be found at \underline{http://nitter.tea.state.bx.us/rules/tac/chapter074/ch074a.html#74.4.}$

(c) Cross-curricular second language acquisition essential knowledge and skills

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Item Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the location for electronic programs
(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an arrange strategies to develop an arrange strategies to develop an arrange strategies of the strategies and a 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 scaffdoldo) commensurate with the sequenced, and scaffdoldo) commensurate with the sequenced, and scaffdoldo) commensurate with the sequenced content of the	(A) use prior knowledge and experiences to understand meanings in English	(i) use prior knowledge to understand meanings in English	T: K-12 S: ê-12	Student/Teacher	9781531135096 9781531149536	481	Connections Writing & Language Student Edition: Use Your Prior Knowledge	Connections Writing & Language Student Edition page(s) 481
				Student/Teacher	9781531129682 9781531149550	14	Connections ELA Student Edition : ELL Support: Focus on Understanding Narrative Details	Connections ELA Student Edition page(s) 14
				Student/Teacher				
				Student/Teacher	9781531129729		Connections ELL Teacher Resource: Support for Teaching ELLs	
				Teacher Only	9781531149567	19	in Connections: Vocabulary Flashcards	Connections ELL Teacher Resource, page(s) 19
				Teacher Only	9781531129729 9781531149567	19	Connections ELL Teacher Resource: Support for Teaching ELLs in Connections: Word Web	Connections ELL Teacher Resource, page(s) 19
				Teacher Only Teacher Only				
(1) Cross-curricular second language acquisition/learning strategies. The ELL uses have been been been been been been been be	(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	Student/Teacher	9781531129729 9781531149567	481	Connections Writing & Language Student Edition: Use Your Prior Knowledge	Connections Writing & Language Student Edition page(s) 481
				Student/Teacher	9781531129729 9781531149567	116	Connections ELA Student Edition : ELL Support: Preview Concepts	Connections ELA Student Edition page(s) 116
				Student/Teacher				
				Student/Teacher Teacher Only	9781531129729 9781531149567	19	Connections ELL Teacher Resource: Support for Teaching ELLs in Connections: Vocabulary Flash Cards	Connections ELL Teacher Resource, page(s) 19
				Teacher Only	9781531129729 9781531149567	18	Connections ELL Teacher Resource: Support for Teaching ELLs in Connections: Teaching Vocabulary	Connections ELL Teacher Resource, page(s) 18
				Teacher Only			,	
				Teacher Only				
(1) Cross-curricular second language soquiation/barring 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 inquisitically accommodated (communicated, sequenced, and scaffiddes) commensurate with the proficiency. The student is expected to:	(B) monitor oral and written language production and employ self-corrective techniques or other resources	(i) monitor oral language production and employ self-corrective techniques or other resources	T: K-12	Student/Teacher	9781531129682 9781531149550	142	Connections ELA Student Edition : ELL Support: Speak and Listen	Connections ELA Student Edition page(s) 142
				Student/Teacher	9781531129682 9781531149550	144	Connections ELA Student Edition : ELL Support: Speak and Listen	Connections ELA Student Edition page(s) 144
				Student/Teacher Student/Teacher				
				Teacher Only	9781531129729	10	Connections ELL Teacher Resource: Support for Teaching ELLs	Connections ELL Teacher Resource, page(s) 10
				Teacher Only	9781531149567 9781531129729	10	in Connections: Language Rich Environment Connections ELL Teacher Resource: Support for Teaching ELLs	Connections ELL Teacher Resource, page(s) 10 Connections ELL Teacher Resource, page(s) 10
				Teacher Only	9781531149567	10	in Connections: Corrective Feedback	Connections ELL Teacher Resource, page(s) 10
				Teacher Only				

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Item Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the location for electronic programs
(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an analysis of the second strategies and second	(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	NA	NA
(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies of develop an assessment of the control of t	(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	Student/Teacher	9781531129729 9781531149567	14	Connections ELL Teacher Resource: General Expressions for the Classroom	Connections ELL Teacher Resource, page(s) 14.
				Student/Teacher	9781531135096 9781531149536	503	Connections Writing & Language Student Edition: Varieties of English Dialects	Connections Writing & Language Student Edition page(s) 503
				Student/Teacher Student/Teacher	_			
				Teacher Only	9781531129729 9781531149567	18	Connections ELL Teacher Resource: Support for Teaching ELLs in Connections: Vocabulary Memory	Connections ELL Teacher Resource, page(s) 18
				Teacher Only	9781531149567 9781531129729 9781531149567	20	Connections ELL Teacher Resource: Support for Teaching ELLs	Connections ELL Teacher Resource, page(s) 20
				Teacher Only	9701031149007		in Connections: Draw Act Define Read	
		_		Teacher Only				
(1) Cross-curricular second language acquisition/derning 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-feel Bearing expectations across the foundation and enrichment curriculum, all instruction delivered in English must be inquisitically accommodated (communicated, sequenced, and scaffidder) commensurate with the student's level of English language proficiency? The student is expected for:	(D) speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known)	(i) speak using learning stratagles	T: K-12 S: 6-12	Student/Teacher	9781531129682 9781531149550	105	Connections ELA Student Edition : First Peer Review	Connections ELA Student Edition page(s) 105
				Student/Teacher	9781531129682 9781531149550	124	Connections ELA Student Edition : ELL Support: Speak and Listen	Connections ELA Student Edition page(s) 124
				Student/Teacher Student/Teacher				
				Teacher Only	9781531129729 9781531149567	10	Connections ELL Teacher Resource: Same native language	Connections ELL Teacher Resource, page(s) 10
				Teacher Only	9781531129729	11	groups Connections ELL Teacher Resource: Support for Teaching ELLs	Connections ELL Teacher Resource, page(s) 11
				Teacher Only	9781531149567		in Connections: Use of Native Language	
				Teacher Only				
(1) Cross-curricular second language acquisition/learing strategies. The ELL uses language learing strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-feel Bearing expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated sequenced, and scaffelding communicate with the 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	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 he own learning processes in all content sees. In order for the ELL to met foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffiddies) commensurate with bed of the common service of the common service proficiency. The studient 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	NA NA	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 context arease, in order for the ELL to meet grade-level learning speciations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodisted (communicated, sequenced, and scaffoldisd) 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	NA NA	NA NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Item Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the 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 locations are strategies of the conference of t	(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) internatize new academic language by using and reusing it in meaningful ways in writing activities that build concept and language attainment	NA	NA	NA	NA NA	NA	NA.
(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an language learning strategies to develop an an acquisition of the experiment of the e	(F) use accessible language and learn new and essential language in the process	(i) use accessible language and learn new and essential language in the process	T: K-12	Student/Teacher	9781531129682 9781531149550	10	Connections ELA Student Edition : First Read	Connections ELA Student Edition page(s) 10
				Student/Teacher	9781531135096 9781531149536	331	Connections Writing & Language Student Edition: Regular and Irregular Verbs	Connections Writing & Language Student Edition page(s) 331
				Student/Teacher Student/Teacher				
				Teacher Only	9781531129729 9781531149567	10	Connections ELL Teacher Resource: Support for Teaching ELLs in Connections: Comprehensible Input	Connections ELL Teacher Resource, page(s) 10
				Teacher Only	9781531129729 9781531149567	10	Connections ELL Teacher Resource: Support for Teaching ELLs in Connections: Language Rich Environment	Connections ELL Teacher Resource, page(s) 10
				Teacher Only Teacher Only				
(1) Cross-curricular second language acquisition/learning strategies. The ELL uses acquisition/learning strategies. The ELL uses acquisition of the control of the ELL to meet grade-level learning oppocations across the foundation and enrichment curriculum, all instruction delivered in English must be inspatiatically accommodited (communicate) and the student's level of English thanguage proficiency. The student is expected to:	(C) demonstrate an increasing ability to distinguish between formal and informal English distinguish between formal and informal English one commensurate with grade-level learning expectations	(i) demonstrate an increasing ability to distinguish between formal and informal English	NA NA	NA NA	NA	NA 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 orgade-level learning oppositions across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodited (communicated, sequenced, and scalifideds) commensurate with the student's level for fights harpusing proficiency. The student is expected for	(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 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 orgade-level learning spracedings across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodisted (communicated, as equinocid, and scalifoldish) commensurate with the proficiency. The student is expected to:	(I+) devoles and separat repartoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations	(i) develop and expand repertoire of fearning strategies	NA	NA	NA	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, intermedials, advanced, or advanced high stage 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 scalfolded) commensurate with the students level of English language proficiency. The student is expected to:	(A) distinguish sounds and intonation patterns of English with increasing ease	(i) distinguish sounds of English with increasing ease	NA NA	NA	NA NA	NA	NA NA	NA .

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Item Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the location for electronic programs
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including leachers, 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 desired in enrichment curriculum, all instruction desired (communicated, sequenced, and scaffolded) commencement with the students level of English language proficiency. The student is expected to:	(A) distinguish sounds and intonation patterns of English with increasing ease	(ii) distinguish intonation patterns of English with increasing ease	NA	NA	NA .	NA .	NA	NA
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including leachers, 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 enrichment curriculum, all instruction delivered in communicated, sequenced, and scaffolded) commensurate with the student 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 .	NA	NA
(2) Cross-surrioular second language acquisition listening. The ELL listens to a variety of speakers including listenhers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all contrent 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 enrichment curriculum, all instruction delivered in communication, sequenced, and actarificated) communication, sequenced, and actarificated communication, sequenced, and actarificated communications, expensed, and actarificated communication sequenced user its 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	Student/Teacher	9781531123729 9781531149567	14	Connections ELL Teacher Resource: General Expressions for the Classroom	Connections ELL Teacher Resource, page(s) 14
				Student/Teacher	9781531129729 9781531149567	30	Connections ELL Teacher Resource: Sentence Frames for Connections Grade 10: Unit 1	Connections ELL Teacher Resource, page(s) 30
				Student/Teacher Student/Teacher				
				Teacher Only	9781531129729 9781531149567	38	Connections Teacher Wraparound Edition: ELL Support: Preview Academic Vocabulary	Connections Teacher Wraparound Edition, page(s) 38
				Teacher Only	9781531129729 9781531149567	100	Connections Teacher Wraparound Edition: ELL Support: Preview Academic Vocabulary	Connections Teacher Wraparound Edition, page(s) 100
				Teacher Only Teacher Only				
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including lanchers, 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 inquisiteally accommodated (communication, sequenced, and scialidated) commensurate with the students level of English language profitions. The students is expected to:	(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	(ii) learn new expressions heard during classroom instruction and interactions	T: K-12	Student/Teacher	9781531135096 9781531149536	503	Connections Writing & Language Student Edition: Colloquialisms, Idioms, Stang, and Jargon	Connections Writing & Language Student Edition page(s) 503
				Student/Teacher	9781531129729 9781531149567	14	Connections ELL Teacher Resource: General Expressions for the Classroom	Connections ELL Teacher Resource, page(s) 14
				Student/Teacher Student/Teacher	5701001110001		- Orange Contract Con	
				Teacher Only	9781531129729 9781531149567	7	Connections Teacher Wraparound Edition: ELL Support: Unit 1 Essential Question	Connections Teacher Wraparound Edition, page(s) 7
				Teacher Only	9781531129729 9781531149567	11	Connections ELL Teacher Resource: Translations Tools	Connections ELL Teacher Resource, page(s) 11
				Teacher Only Teacher Only				
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including leachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all contret 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 ender the	(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	(iii) learn basic vocabulary heard during classroom instruction and interactions	T: K-12 S: 6-12	Student/Teacher	9781531128729 9781531148567	14	Connections ELL Teacher Resource: General Expressions For the Classroom	Connections ELL Teacher Resource, page(s) 14
				Student/Teacher	9781531129682 9781531149550	384	Connections ELA Student Edition : Roundtable Discussion	Connections ELA Student Edition page(s) 384

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Item Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the location for electronic programs
				Student/Teacher Student/Teacher				
				Teacher Only	9781531129729 9781531149567	10	Connections ELL Teacher Resource: Modeling	Connections ELL Teacher Resource, page(s) 10
				Teacher Only	9781531129729 9781531149567	10	Connections ELL Teacher Resource: Language rich Environment	Connections ELL Teacher Resource, page(s) 10
				Teacher Only				
(2) Cross-curricular second language acquisition disaning. The ELL listens to a variety of spakers 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 ships 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 commencement and scale of commencement with the submitted field of commencements with the submit steel 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	(N) learn academic vocabulary heard during classroom instruction and interactions	T: K-12 S: 6-12	Teacher Only Student/Teacher	9781531129729 9781531149567	14	Connections ELL Teacher Resource: General Expressions For the Classroom	Connections ELL Teacher Resource, page(s) 14
				Student/Teacher	9781531129682 9781531149550	384	Connections ELA Student Edition : Roundtable Discussion	Connections ELA Student Edition page(s) 384
				Student/Teacher Student/Teacher				
				Teacher Only	9781531129729	10	Connections Teacher Wraparound Edition: Preview Vocaulary:	Connections Teacher Wraparound Edition, page(s) 10
					9781531149567 9781531129729		10.2.A Connections Teacher Wraparound Edition: Preview Vocaulary:	
				Teacher Only	9781531129729 9781531149567	133	10.2.A	Connections Teacher Wraparound Edition, page(s) 133
				Teacher Only Teacher Only				
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of spankers including teachers, peers, and of spankers including teachers, peers, and compared to the spankers of the	(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	Student/Teacher	9781531129682 9781531149550	18	Connections ELA Student Edition : Speak and Listen	Connections ELA Student Edition page(s) 18
				Student/Teacher	9781531129682 9781531149550	33	Connections ELA Student Edition : Speak and Listen	Connections ELA Student Edition page(s) 33
				Student/Teacher	9701331149330			
				Student/Teacher Teacher Only	9781531129729	23	Connections ELL Teacher Resource: Support for Teaching ELLs	
					9781531149567 9781531129729		in Connections: Informal Assessment Connections ELL Teacher Resource: Support for Teaching ELLs	Connections ELL Teacher Resource, page(s) 23
				Teacher Only	9781531149567	20	in Connections: Questioning	Connections ELL Teacher Resource, page(s) 20
				Teacher Only Teacher Only				
(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 listering. In order for the ELL or meet grade-level learning enrichment curriculum, all instruction delivered in English must be linguisically accommediated (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: 8-12	Student/T eacher	9781531129682 9781531149550	355	Connections ELA Student Edition : First Peer Review	Connections ELA Student Edition page(s) 355
				Student/Teacher	9781531129682 9781531149550	320	Connections ELA Student Edition : Speak and Listen	Connections ELA Student Edition page(s) 320
				Student/Teacher Student/Teacher	<u> </u>			
				Teacher Only	9781531129729 9781531149567	32	Connections Teacher Wraparound Edition: ELL Support Speak and Listen	Connections Teacher Wraparound Edition, page(s) 32
				Teacher Only	9781531129729	320	Connections Teacher Wraparound Edition: Speak and Listen	Connections Teacher Wraparound Edition, page(s) 320
				Teacher Only	9781531149567		10.1.C, 10.5.H, 10.5.J	Service Comon, page of the
				Teacher Only				
(2) Cross-curricular second language acquaintonistering. The ELL Islame 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 mappage acquisition in lestering in expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The submert is expected to	(E) use visual, contextual, and linguisito 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 spoten language	NA	NA	NA NA	NA	NA .	NA.

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Item Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the 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 thigh 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 institution delivered in Communicated, sequenced, and scalifolded, commencated with the students level of English language proficiency. The student is expected to:	(E) use visual, contextual, and linguisit's 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 .	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 listering, in order for the ELL or meet grade-heel learning expectations across the foundation and more content areas. The foundation and content in the second communicated, sequenced, and scalfolded communicated, sequenced, and scalfolded commensurate with the students level of English language proficiency. The student is expected to:	(E) use visual, contextual, and linguislic 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	Student/Teacher	9781531129729 9781531149567	14	Connections ELL Teacher Resource: General Expressions for the Classroom	Connections ELL Teacher Resource, page(s) 14
				Student/Teacher	9781531135096 9781531149536	525	Connections Writing & Language Student Edition: Respond Appropriately	Connections Writing & Language Student Edition page(s) 525.
				Student/Teacher Student/Teacher				
				Teacher Only	9781531129729 9781531149567	18	Connections ELL Teacher Resource: Support for Teaching ELLs in Connections: Teaching Vocabulary	Connections ELL Teacher Resource, page(s) 18
				Teacher Only	9781531129729 9781531149567	20	Connections ELL Teacher Resource: Support for Teaching ELLs in Connections: Teaching Reading Passages Preview the Text	Connections ELL Teacher Resource, page(s) 20
				Teacher Only Teacher Only				
(2) Cross-curricular second language acquisitions trained in the property of apasters including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be after be beginning, intermediate, advanced, or advanced high stage corter for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicate), sequenced, and cardidated) commensurate with the students level of English must be impossible to expect the Communication and the students level of English must be impossible to expect the commensurate with the students level of English must be impossible to expect the commensurate with the students level of English must be impossible to expect the commensurate with the students level of English must be impossible to expect the commensurate with the students level of English must be impossible to expect the commensurate with the students level of English must be impossible to expect the commensurate with the students are set to the commensurate to the commensurate with the students are set to the commensurate to the commensurate the commensurat	(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	NA	NA
(2) Cross-curricular second language acquisition/listering. 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 thigh stage of English language acquisition in listering. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instituction delivered in Communicated, sequenced, and scalifolded, commensuate with the students 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 .	NA	NA
(2) Cross-curricular second language acquisition/listering. 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 corder for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguisitieally accommodated (communicated, sequenced, and scalifolds) commenculars with the student is level of English language proficency. 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 meening of spoken language ranging from situations in which topics are familiar to unfamiliar	NA	NA NA	NA NA	NA NA	NA .	NA .

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Item Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the 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 Istering. In order for the ELL omet groate-level learning endit of the end	(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	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, intermedials, advanced, or skotnored high slagge of English language acquisition in lesiening, in expectations, advanced, or skotnored high slagge of English language acquisition in lesiening, in expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguisically accommodisted (communicated, sequenced, and scaffolded) commensurate with the students 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 .	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 listering. In order for the ELL to meet grade-heel learning expectations across the foundation and the stage of English tracts to linguisitiating accommodisted (communicated, sequenced, and scalfidded) commensurate with the students 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 .	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 enrichment curriculum, all instruction delivered in commensurate with the students level of English language proficiency. The student is expected to:	(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar	(v) understand the main points of spoken language ranging from situations in which language [is] are familiar to unfamiliar	NA	NA	NA .	NA	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-heel learning expectations across the foundation and separation across the foundation and English mate be linguisitedly accommodated (communicated, sequenced, and scalfidded) commensurate with the students 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	NA .	NA .
(2) Cross-curricular second language acquisition/tistening. 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, intermedials, advanced, or shorrouted high slage or content areas. ELLs may be at the beginning, order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguisitieally accommodisted (communicated, sequenced, and scalfolded) commensurate with the students 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 NA	NA	NA .	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Item Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the 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-heel learning expectations across the foundation and secretary across the foundation and communicated sequenced, and scalfolded (communicated, sequenced, and scalfolded) commensurate with the students 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 [s] are familiar to unfamiliar	NA	NA	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-feel learning certification of the english language acquisition in listening, in order for the ELL to meet grade-feel learning exception of the english matter and the english and commonitated (communicated, sequenced, and scatfloided) commensurate with the students 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	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-here laraming expectations across the foundation and enrichment curriculum, all instruction delivered in enrichment curriculum, all instruction delivered in commensurated, sequenced, and scalfidised; commensurate with the students 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	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-here laraming expectations across the foundation and enrichment curriculum, all instruction delivered in enrichment curriculum, all instruction delivered in commensurated, sequenced, and scalfidised; commensurate with the students 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	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-feel learning acquired to the experiment according to the experiment accordin	(f) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summaring 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	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 letering. In expectations, across the foundation and enrichment curriculum, all instruction delivered in English mass coross the foundation and enrichment curriculum, all instruction delivered in English mass coross the foundation and communicated, sequenced, and scaffolded) commensurate with the students level of English language proficiency. The student is expected to:	(f) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken directions, retelling or summarizing spoken collaborating with pieces, 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 commarzing spoken messages with content and grade-level needs	NA	NA	NA	NA NA	NA .	NA .

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Item Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the location for electronic programs
(2) Cross-curricular second language acquisition/latening. The ELL listens to a variety of speakers including feathers, peers, and of speakers including feathers, peers are 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 end of the end	(f) 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	Student/Teacher	9781531129682 9781531149550	182	Connections ELA Student Edition : Third Read Evaluating an Argument	Connections ELA Student Edition page(s) 182
				Student/Teacher Student/Teacher	9781531129729 9781531149567	14	Connections ELL Teacher Resource: General Expressions for the Classroom	Connections ELL Teacher Resource, page(s) 14
				Student/Teacher	9781531129729		Connections Teacher Wraparound Edition: ELL Support: Speak	
				Teacher Only	9781531149567	127	and Listen	Connections Teacher Wraparound Edition, page(s) 127
				Teacher Only	9781531129729 9781531149567	142	Connections Teacher Wraparound Edition: ELL Support: Speak and Listen	Connections Teacher Wraparound Edition, page(s) 142
				Teacher Only				
				Teacher Only				
(2) Cross-curricular second language acquisited intents 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. ELL amy be at the beginning, and the second of the second in the second i	(i) demonstrate listening comprehension of increasingly complex spoken English by following messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs	(iv) demonstrate listening comprehension of increasingly complex spoken English by collaborating with peers commensurate with content and grade-level needs	T: K-12	Student/Teacher	9781531129682 9781531149550	16	Connections ELA Student Edition : Speak and Listen	Connections ELA Student Edition page(s) 16
				Student/Teacher Student/Teacher	9781531129682 9781531149550	49	Connections ELA Student Edition : Speak and Listen	Connections ELA Student Edition page(s) 49
				Student/Teacher				
				Teacher Only	9781531129729 9781531149567	11	Connections ELL Teacher Resource: Jigsaw Technique	Connections ELL Teacher Resource, page(s) 11
				Teacher Only	9781531129729 9781531149567	9	Connections ELL Teacher Resource: Using Multilevel Groups	Connections ELL Teacher Resource, page(s) 9
				Teacher Only	9/8153114956/		Multilevel/Heterogeneous Groups	
				Teacher Only				
(2) Cross-curricular second language acquisited intension The ELL intens or a suriety of apsalers 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 code for the ELL to meet grade level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be inquisically accommodated (communication, sequenced, and cestificides) communication, sequenced, and cestifidides) communication, sequenced, and cestifidides) communication, sequenced, and cestifidides) and communication of the sequenced and communication.	(I) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling of summarizing spoken collaborating with pears, 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	Student/Teacher	9781531129682 9781531149550	105	Connections ELA Student Edition : First Peer Review	Connections ELA Student Edition page(s) 105
				Student/Teacher	9781531129682 9781531149550	217	Connections ELA Student Edition : Lincoln-Douglas Debate 6.	Connections ELA Student Edition page(s) 217
				Student/Teacher	0.0.001170000			
				Student/Teacher Teacher Only	9781531129729 9781531149567	55	Connections ELL Teacher Resource: Support for Teaching ELLs in Connections: Graphic Organizer	Connections ELL Teacher Resource, page(s) 55
				Teacher Only	9781531129729 9781531149567	232	Connections Teacher Wraparound Edition: Peer Review: 10.1.A.	Connections Teacher Wraparound Edition, page(s) 232
				Teacher Only	9781531149567		10.1.C, 10.1.D, 10.5.F, 10.5.J	and the second s
				Teacher Only				
(3) Cross-unricular second language acquisition/speaking. The ELL speaks in a variety acquisition/speaking. The ELL speaks in a variety seak in a variety seak in a variety seak in the seak in a variety seak in	(A) practice producing sounds of newly acquired vacabulary 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 wcabulary to pronounce English words in a manner that is increasingly comprehensible	NA	NA	NA NA	NA	NA	NA .

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Item Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the location for electronic programs
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of ungoes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELL amy be at the beginning 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 delihered in English must be linguisically accommodated (communicated, sequenced, and scalidides) and analysis of the sequenced a	(B) expand and internalize initial English vocabulary by learning and using high-frequency English worst necessary for denthing and resulting and the second of the second	(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	NA	NA	NA
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a wariety of upmoses with an awareness of different language registers (formaliniformal) using occabulary with increasing 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 linguisically accommodized commensurate with the subantic seed of English commensurates with the subantic seed of English commensurates.	(8) ayaand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication	(ii) expand and internalize initial English vocabulary by retailing simple stories and basic information represented or supported by pictures	T: K-12 S: 6-12	Student/Teacher	9781531129682 9781531149550	423	Connections ELA Student Edition : Pictorial Presentation	Connections ELA Student Edition page(s) 423
				Student/Teacher	9781531129682 9781531149550	20	Connections ELA Student Edition : Pictorial Presentation	Connections ELA Student Edition page(s) 20
				Student/Teacher Student/Teacher				
				Teacher Only	9781531129729 9781531149567	18	Connections ELL Teacher Resource: Support for Teaching ELLs in Connections: Teaching Vocabulary	Connections ELL Teacher Resource, page(s) 18
				Teacher Only	9781531135096 9781531149536	503-504	Connections Writing & Language Student Edition: Varieties of	Connections Writing & Language Student Edition page(s) 503- 504
				Teacher Only	9781531149536		English Dialects	504
				Teacher Only				
(3) Cross-curricular second language acquisition hypasking. The ELL speaks in a wairely acquisition hypasking. The ELL speaks in a wairely second property of the ELL speaks in a wairely second property of the ELL speaks in a wairely second property of the ELL speaks of ELL speaks of English language acquisition in speaking, in order for the ELL to meet grade-level lanning expectations across the foundation and enrichment curriculum, all instruction delivered in commenciation scripts of the ELL speaks of ELL speaks	(B) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication	(iii) expand and internalize initial English vocabulary by learning and using routine language needed for classroom communication	T: K-12 S: 6-12	Student/Teacher	9781531129729 9781531149567	14	Connections ELL Teacher Resource: General Expressions For the Classroom	Connections ELL Teacher Resource, page(s) 14
				Student/Teacher	9781531129682 9781531149550	185	Connections ELA Student Edition : Language: Using Transitions	Connections ELA Student Edition page(s) 185
				Student/Teacher				
				Student/Teacher Teacher Only	9781531129729 9781531149567	18	Connections ELL Teacher Resource: Teaching Vocabulary	Connections ELL Teacher Resource, page(s) 18
				Teacher Only	9781531129729	19	Connections ELL Teacher Resource: Support for Teaching ELLs	Connections ELL Teacher Resource, page(s) 19
				Teacher Only	9781531149567		in Connections Word Web	
				Teacher Only				
(3) Cross-curricular second language acquisition-propieting. The ELL popates in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informat) using occabulary with increasing fluency and accuracy in language acris 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 expectations across the foundation and communicated, sequenced, and scalifoldied, communicated, sequenced, and scalifoldied, communicated with the subsert sevel 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 NA	NA	NA .	NA NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Item Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the 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 (formalinformal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELL may be at the beginning 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 linguisically accommodated (communication, sequence), and scatifidded) commonaturals with the students level of English language profilency. 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 NA	NA 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 (formalinformal) using vocabulary with increasing fluency and accuracy in language arts and all visitions of the control of the contro	(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	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. ELL may be at the beginning, intermediate, advanced, or advanced high stage content or test. ELL may be at the beginning expectations across the foundation and enrichment curriculum, all instruction delivered in 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 spees, and connecting about with increasing accuracy and ease as more English is acquired	(v) speak using a variety of connecting words with increasing accuracy and ease as more English is acquired	T: K-12 S: 6-12	Student/Teacher	9781531129882 9781531149650	33	Connections ELA Student Edition : Speak and Listen	Connections ELA Student Edition page(s) 33.
				Student/Teacher	9781531129682 9781531149550	44	Connections ELA Student Edition : Speak and Listen	Connections ELA Student Edition page(s) 44
				Student/Teacher	9/81531149550		•	
				Student/Teacher	9781531129729		Connections ELL Teacher Resource: More Ideas for Sheltering	
				Teacher Only	9781531149567	10	Instruction Corrective Feedback	Connections ELL Teacher Resource, page(s) 10
				Teacher Only	9781531129729 9781531149567	11	Connections ELL Teacher Resource: Connections and English Language Learners Think-Pair Share (TPS)	Connections ELL Teacher Resource, page(s) 11
				Teacher Only Teacher Only				
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of upmoses with an awareness of different language registers (formalinformal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELL may be at the beginning, 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 (communication, expensed, and scatifidated) commensurate with the student's level of English language profilomery. 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	Student/Teacher	9781531129682 9781531149550	320	Connections ELA Student Edition : Speak and Listen	Connections ELA Student Edition page(s) 320
				Student/Teacher	9781531129682 9781531149550	337	Connections ELA Student Edition : Speak and Listen	Connections ELA Student Edition page(s) 337
				Student/Teacher	9701001148000		·	
				Student/Teacher	9781531129729	355	Connections Teacher Wraparound Edition: ELL Support: Peer	Connections Teacher Missource and Edition, page (2) 275
				Teacher Only Teacher Only	9781531149567 9781531129729	355 249	Review Connections Teacher Wraparound Edition: Speak and Listen	Connections Teacher Wraparound Edition, page(s) 355
				Teacher Only	9781531149567	249	Connections Teacher vyraparound Edition: Speak and Listen	Connections Teacher Wraparound Edition, page(s) 249
				Teacher Only				

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Item Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the location for electronic programs
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of proposes with an awareness of different language registers (formal/informal) using vocabulary with increasing intermediate, advanced, or advanced or selection of the content areas. ELLs may be at the beginning, intermediate, advanced, or advanced or beginning, in order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English mast be linguistically accommodated (communicated, exegenced, and scattoliced) (incommunicated, exegenced, and scattoliced) in a service of the execution of the executio	(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	Student/Teacher	9781531129682 9781531149550	46	Connections ELA Student Edition : Speak and Listen	Connections ELA Student Edition page(s) 46
				Student/Teacher	9781531129682 9781531149550	49	Connections ELA Student Edition : Speak and Listen	Connections ELA Student Edition page(s) 49
				Student/Teacher Student/Teacher				
				Teacher Only	9781531129729 9781531149567	46	Connections Teacher Wraparound Edition: ELL Support: Speak and Listen	Connections Teacher Wraparound Edition, page(s) 46
				Teacher Only	9781531129729 9781531149567	49	Connections Teacher Wraparound Edition: ELL Support: Speak and Listen	Connections Teacher Wraparound Edition, page(s) 49
				Teacher Only Teacher Only				
(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 received by the control of th	(E) share information in cooperative learning interactions	(i) share information in cooperative learning interactions	T: K-12 S: 6-12	Student/Teacher	9781531135096 9781531149536	545	Connections Writing & Language Student Edition: Try it Out: Collaboration and Decision Making Four Corners Debate	Connections Writing & Language Student Edition page(s) 545
				Student/Teacher	9781531129729 9781531149567	49	Connections Teacher Wraparound Edition: Speak and Listen	Connections Teacher Wraparound Edition, page(s) 49
				Student/Teacher Student/Teacher				
				Teacher Only	9781531135096 9781531149536	537-539	Connections Writing & Language Student Edition: Communicating and Collaborating in Groups	Connections Writing & Language Student Edition page(s) 537- 539
				Teacher Only	9781531135096 9781531149536	540-541	Connections Writing & Language Student Edition: Guidelines for Effective Collaboration	Connections Writing & Language Student Edition page(s) 540- 541
				Teacher Only Teacher Only				
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing (formal/informal) using vocabulary with increasing (comment access). ELLs may be at the beginning, intermediate, advanced, or advanced or plantage of English language acquisition in speaking, in order for the ELL to meder grade-heel learning expectations across the foundation and enrichment curriculum, all instruction delikered in enrichment curriculum, all instruction delikered in commensurate with the students 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 vocables, including key words and expressions needed for basic communication in an advantage of the control o	(i) ask [for] information ranging from using a very limited bank of high-frequency, high-need, concrete occubulary, including key words and expressions needed for basic communication in and content-hased vocabulary during extended speaking assignments.	T: K-12 S: 6-12	Student/Teacher	9781531129729 9781531149567	14	Connections ELL Teacher Resource: General Expressions for the Classroom	Connections ELL Teacher Resource, page(s) 14
				Student/Teacher	9781531135096 9781531149536	538	Connections Writing & Language Student Edition: Collaborating Effectively Chart Verbal Cues	Connections Writing & Language Student Edition page(s) 538.
				Student/Teacher Student/Teacher				
				Teacher Only	9781531129729 9781531149567	124	Connections Teacher Wraparound Edition: Lesson Support Speak and Listen	Connections Teacher Wraparound Edition, page(s) 124
				Teacher Only	9781531129729 9781531149567	126	Connections Teacher Wraparound Edition: Lesson Support Speak and Listen	Connections Teacher Wraparound Edition, page(s) 126
				Teacher Only Teacher Only				
(3) Oracs-unricular second languages and so variety acceptation speaking The ELL sequels in a variety of modes for a variety of purposes with an awareness of different language registers (formalinformal) using vocabulary with increasing fluency and accuracy in language and stand all content areas. ELLs may be at the beginning, or of English language acceptation in speaking, in order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English may be injustedly accommodated commensurate with the student's level of English language proficiency. The student is expected to:	(F) ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments	(ii) give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contests, bu using abstract and content-based vocabulary during extended speaking assignments	T: K-12 S: 6-12	Student/Teacher	9781531129729 9781531149567	116	Connections ELA Student Edition : Preview Concepts, first paragraph	Connections ELA Student Edition page(s) 116
ranguage pronciency. The student is expected to:								
non-guage pronouncy. The student is expected to:				Student/Teacher Student/Teacher	9781531129729 9781531149567	34	Connections ELL Teacher Resource: Student Handout Sentence Frames for Chapter 13, Speak and Listen and Write	Connections ELL Teacher Resource, page(s) 34

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Item Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the location for electronic programs
				Teacher Only	9781531129729 9781531149567	124	Connections Teacher Wraparound Edition: Lesson Support Speak and Listen	Connections Teacher Wraparound Edition, page(s) 124
				Teacher Only	9781531129729 9781531149567	126	Connections Teacher Wraparound Edition: Lesson Support Speak and Listen	Connections Teacher Wraparound Edition, page(s) 126
				Teacher Only Teacher Only			opean and bloom	
(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 aft the beginning, order of the ELL burnet grade-level learning order 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 linguisically accommodated (communicated, sequenced, and scalifolder)	(G) express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	(i) appress opinions ranging from communicating single words and short phrases to participating in extended discussions on a wareity of social and grade-appropriate academic topics	T: K-12	Student/Teacher	9781531129682 9781531149550	25	Connections ELA Student Edition : Making Connections ELA	Connections ELA Student Edition page(s) 25
commensurate with the student's level of English language proficiency. The student is expected to:								
				Student/Teacher	9781531129682 9781531149550	44	Connections ELA Student Edition : Speak and Listen	Connections ELA Student Edition page(s) 44
				Student/Teacher Student/Teacher				
				Teacher Only	9781531129729	91	Connections Teacher Wraparound Edition: Focus on Evaluating	Connections Teacher Wraparound Edition, page(s) 91
				Teacher Only	9781531149567 9781531129729	227	the Effects of Word Choice Connections Teacher Wraparound Edition: Generate Ideas	Connections Teacher Wraparound Edition, page(s) 227
				Teacher Only	9781531149567	221	Commissions reaction viraparound Edition. Generate (088)	Sum Summer reaction recorded recording Editions, page(5) 227
				Teacher Only				
(3) Cross-curricular second language sociation/propessing. The ELL speaks in a variety of modes for a variety of purposes with an waveness of different language registers (tormal/informal) using vocabulary with increasing fluency and accuracy in language acts 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 delinered in commensurate with the students 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	Student/Teacher	9781531129682 9781531149550	227	Connections ELA Student Edition : Generate Ideas	Connections ELA Student Edition page(s) 227
				Student/Teacher	9781531129682 9781531149550	255	Connections ELA Student Edition : Write	Connections ELA Student Edition page(s) 255
				Student/Teacher Student/Teacher				
				Teacher Only	9781531129729 9781531149567	227	Connections Teacher Wraparound Edition: ELL Support: Generate Ideas	Connections Teacher Wraparound Edition, page(s) 227
				Teacher Only	9781531129729 9781531149567	11	Connections ELL Teacher Resource: Think Pair Share	Connections ELL Teacher Resource, page(s) 11
				Teacher Only	9781531149567			
(3) Cross-curricular second language sequisition/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 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 inquisitionally accommodated 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	Teacher Only NA	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 received in the country of 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 provided in the content of the ELL to meet grade-level learning expectations across the foundation and content of the country of the communication of the communication of the communication of the communication services of the communication of the communication services are considered to communicated, sequenced, and scalfolded) commensurate with the students 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	NA .	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Item Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the 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 (tramsferiormal) using vocabulary with increasing (tramsferiormal) using vocabulary with increasing 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 impassically accommodated commensurate with the students 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	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 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 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	Student/Teacher	9781531129682 9781531149550	18	Connections ELA Student Edition : Language: Writing Complete Sentences	Connections ELA Student Edition page(s) 18
				Student/Teacher Student/Teacher	9781531129682 9781531149550	128	Connections ELA Student Edition : Write	Connections ELA Student Edition page(s) 128
				Student/Teacher	9781531129729		Connections Teacher Wraparound Edition: ELL Support: Preview	
				Teacher Only	9781531149567 9781531129729	116	Academic Vocabulary	Connections Teacher Wraparound Edition, page(s) 116
				Teacher Only Teacher Only Teacher Only	9781531149567	128	Connections Teacher Wraparound Edition: ELL Support: Write	Connections Teacher Wraparound Edition, page(s) 128
(3) Orose-curricular second language acquaited proposing. The ELL speake in a variety of motion for a susery of purposes with an awareness of different language registers (formal/informat) 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 expectations, advanced, or advanced high stage of English language acquisition in speaking, in expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguisitiately accommediated (communicated, sequenced, and scalfolder) commensurate with the student's level of English language proficiency. The student is expected to:	(f) adapt spoken language appropriately for formal and informal purposes	(i) adapt spoken language appropriately for formal purposes	NA	NA	NA	NA	NA	NA
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes to stell you for processing the processing of the processing	(f) adapt spoken language appropriately for formal and informal purposes	(ii) adapt spoken language appropriately for informal purposes	NA	NA	NA NA	NA	NA	NA
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety acquisition/speaking. The ELL speaks in a variety representation of the property of the search season of different language registers (formal/informal) using vocabularly 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 materials. See the second of the continuation of the second of the common of the second of the se	(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	NA NA	NA NA	NA .

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Item Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the location for electronic programs
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a watery of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all 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 linguisically accommodated (communicated, sequenced, and scathidises) and any agreement of the english commodated (communicated, sequenced, and scathidises).	(J) respond orally to information presented in a wide veriety 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	NA NA	NA .	NA
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of tests for a variety of purpose with an increasing level of comprehension and increasing level of the ELL to meet grade-level leveling expectations across the foundation and enterhined curriculum, all impaintability accommodition of communication and enterhined curriculum, all impaintability accommodition of communication and increasing and accommodition of communication and increasing a level of English language proficiency. For kindergraten and grade 1, certain of these student expectations apply to text read of these student expectations apply to text read with the student section and control and contr	(A) learn relationships between sounds and letters of the English lenguage and decode (cound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognities, affixes, roots and base words	(i) learn relationships between sounds and letters of the English language	NA	NA	NA .	NA	NA .	NA
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of tods for a variety of purpose with an increasing level of comprehension in all content areas. ELLs or a shared high stage of English in gauge acquisition in reading, in order for the ELL to meet grade-level bearing expectations across the foundation and enrichment curriculum, all instruction delivered in English must be designed to the content of the english of the sequenced, and acaffolded) commensurate with the student's level of English language proficency. For kindergraten and grade 1, cortain of these student expectations apply to lest read aloud for students not yet at the stage of decoding written text. The subdent is expected to:	(A) learn relationships between sounds and tenters of the English language and decode states of the Section of	(ii) decode (sound out) words using a combination of skills	NA	NA .	NA .	NA .	NA .	NA
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of totals for a variety of propose with an increasing level of compenheration in all content areas. ELLs or advanced by the properties of the properties of a variety of the properties of the propertie	(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 .	NA .	NA
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of tests for a variety of purposes with an increasing level of comprehension in all content areas. ELLs or a shaced high stage of English in agruage acquisition in reading, in order for the ELL to meet grade-level bearing expectations across the foundation and enrichment curriculum, all instruction deviewed in English must be deviced in English must be sequenced, and scaffolded) commensurate with the student's level of English language proficency. For kindergarten and grade 1, certain of these student expectations apply to isor tread aloud for students not yet at the stage of decoding written text. The subdent 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	develop basic sight vocabulary used routinely in written classroom materials	T: K-12 S: ĉ- 12	Student/Teacher	9781531135006 9781531149536	508	Connections Writing & Language Student Edition: Root Words Chart	Connections Writing & Language Student Edition page(s) 508
				Student/Teacher	9781531129729 9781531149567	14	Connections ELL Teacher Resource: General Expressions For the Classroom	Connections ELL Teacher Resource, page(s) 14
				Student/Teacher Student/Teacher				
				Teacher Only	9781531129729 9781531149567	18	Connections ELL Teacher Resource: Support for Teaching ELLs in Connections Teaching Vocabulary	Connections ELL Teacher Resource, page(s) 18
				Teacher Only	9781531129729 9781531149567	19	Connections ELL Teacher Resource: Support for Teaching ELLs in Connections Vocabulary flashcards	Connections ELL Teacher Resource, page(s) 19
				Teacher Only Teacher Only			, and the same and	

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Item Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the location for electronic programs
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of tests for a variety of purposes with an increasing level of comprehension in all content areas. ELLs or advanced high stage of English inapuage acquisition in reading, In order for the ELL to meet grade-level bening expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated communicative with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations pelly to text read aloud for students not by stat 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	Student/Teacher	9781531129729 9781531149567	16	Connections ELL Teacher Resource: Teaching Closed Reading Advertisement Activity	Connections ELL Teacher Resource, page(s) 16
				Student/Teacher	9781531129729 9781531149567	17	Connections ELL Teacher Resource: Teaching Closed Reading Advertisement Activity	Connections ELL Teacher Resource, page(s) 17
				Student/Teacher Student/Teacher				
				Teacher Only	9781531129729 9781531149567	16	Connections ELL Teacher Resource: Teaching Closed Reading Advertisement Activity	Connections ELL Teacher Resource, page(s) 16
				Teacher Only	9781531129729 9781531149567	17	Connections ELL Teacher Resource: Teaching Closed Reading Advertisement Activity	Connections ELL Teacher Resource, page(s) 17
				Teacher Only Teacher Only				
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of tests 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 meeting adde-level learning expectations across the instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scalifolded) commensurate with the student's level of English language proficiency. For indergaten and grade 1, certain of these student expectations apply to text read aloud for students notly at the stage of decoding written text. The student's expected to:	(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials	(iii) comprehend English vocabulary used routinely in written classroom materials	T: K-12 S: 6-12	Student/Teacher	9781531135096 9781531149536	505	Connections Writing & Language Student Edition: Context Clues	Connections Writing & Language Student Edition page(s) 505
				Student/Teacher Student/Teacher	9781531135096 9781531149536	508	Connections Writing & Language Student Edition: Root Words	Connections Writing & Language Student Edition page(s) 508
				Student/Teacher	9781531129729			
				Teacher Only	9781531129729 9781531149567 9781531129729	18	Connections ELL Teacher Resource: Teaching Vocabulary Connections ELL Teacher Resource: General Expressions for the	Connections ELL Teacher Resource, page(s) 18
				Teacher Only	9781531129729	14	Classroom Classroom	Connections ELL Teacher Resource, page(s) 14
				Teacher Only Teacher Only				
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of tests for a variety of purposes with an increasing test for a variety of purposes with an increasing test of the purpose of the purpose of the company of the purpose of the purpose of the company of the purpose of the purpose of the company of the grade-level learning expectations across the foundation and emrichment curriculum, all inguistically accommediated (communicated, sequenced, and scalfolded) commensurate with the students level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to lext read aloud for students not yet at the stage of decoding written tear. The student is expected to.	(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials	(iv) comprehend English language structures used routinely in written classroom materials	T: K-12 S: 6-12	Student/Teacher	9781531135096 9781531149536	509	Connections Writing & Language Student Edition: Prefixes	Connections Writing & Language Student Edition page(s) 509
				Student/Teacher	9781531135096 9781531149536	509-510	Connections Writing & Language Student Edition: Common Suffixes	Connections Writing & Language Student Edition page(s) 509- 510
				Student/Teacher Student/Teacher				
				Teacher Only	9781531129729 9781531149567	19	Connections ELL Teacher Resource: Word Web	Connections ELL Teacher Resource, page(s) 19
				Teacher Only	9781531129729 9781531149567	21	Connections ELL Teacher Resource: Graphic organizers	Connections ELL Teacher Resource, page(s) 21
				Teacher Only Teacher Only				
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of transport of the Committee of the Committee of the selection of the Committee of the Committee of the level of committee of the Committee of the Committee of the level of the Committee of the Committee of the Committee of a value of the International Committee of the Committee of a value of the Committee of the Committee of the grade-level level of the Committee of the Committee of the foundation and enrichment curriculum, all institutions delivered in English consultations of the foundation and send of the Committee of the 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 last 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 prelaught 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	Student/Teacher	9781531129682 9781531149550	17	Connections ELA Student Edition : graphic organizer	Connections ELA Student Edition page(s) 17.

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Item Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the location for electronic programs
				Student/Teacher	9781531129682 9781531149550	29	Connections ELA Student Edition : Focus on Finding Details That Support Central Ideas	Connections ELA Student Edition page(s) 29
				Student/Teacher Student/Teacher				
				Teacher Only	9781531129729 9781531149567	19	Connections ELL Teacher Resource: Word Web	Connections ELL Teacher Resource, page(s) 19
				Teacher Only	9781531129729 9781531149567	21	Connections ELL Teacher Resource: Graphic organizers	Connections ELL Teacher Resource, page(s) 21
				Teacher Only Teacher Only				
				reduction only				
(4) Cross-curricular second language acquisition/reading. The ELT reads a variety of tests for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, acquisition in reading, in order for the ELL to meet grade-level learning expectations across the boundation and enrichment curriculum, all instruction delivered in English must be inguisitiatly accommodated (communicated), sequenced, and scaffolded) commensurate with the student's level of English Inguisities with the student's level of English Inguisities of the student's level of English Inguisities of these situations of the english and and and allow for students not yet at the stage of decoding written text. The student is expected to:	(E) read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned	(i) read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned	T: K-12	Student/Teacher	9781531135096 9781531149536	484	Connections Writing & Language Student Edition: First Read Understand Key Ideas	Connections Writing & Language Student Edition page(s) 484
				Student/Teacher	9781531135096 9781531149536	486	Connections Writing & Language Student Edition: Annotating a Text	Connections Writing & Language Student Edition page(s) 486
				Student/Teacher Student/Teacher				
				Teacher Only	9781531129729 9781531149567	20	Connections ELL Teacher Resource: Questioning	Connections ELL Teacher Resource, page(s) 20
				Teacher Only	9781531149567 9781531129729 9781531149567	15	Connections ELL Teacher Resource: Support for Teaching ELLs	Connections ELL Teacher Resource, page(s) 15
				Teacher Only	9781531149567		in Connections Teaching Close Reading	
				Teacher Only				
(4) Cross-curricular second language acquisition/reading. The ELT reads a variety of tests for a variety of purposes with an increasing level of comprehension in all content rease. ELTs may be at the beginning, intermediate, advanced, or advanced high slage of legislate inequage in the comprehension of the comprehension of the reads of the comprehension of the comprehension of the reads of the comprehension of the comprehension of the following the comprehension of the comprehension of the inguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English Inaguage proficiency. For kindergarten and grade 1, cread 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 paers and teachers to read grade-spropriate content area text, enhance and confirm understanding, and develop oxcabulary, 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 lext	T: K-12 S: 6-12	Student/Teacher	9781531135096 9781531149536	484	Connections Writing & Language Student Edition: First Read Understand Key Ideas	Connections Writing & Language Student Edition page(s) 484
				Student/Teacher	9781531135096 9781531149536	495-496	Connections Writing & Language Student Edition: Metacognitive Skills	Connections Writing & Language Student Edition page(s) 495- 496
				Student/Teacher Student/Teacher				
				Teacher Only	9781531135096 9781531149536	479	Connections Writing & Language Student Edition: Text Structure	Connections Writing & Language Student Edition page(s) 479
				Teacher Only	9781531129729 9781531149567	40	Connections Teacher Wraparound Edition: Lesson Support Preview Vocabulary	Connections Teacher Wraparound Edition, page(s) 40
				Teacher Only Teacher Only				
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of tests 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 inguistically accommodated (communicated, sequenced, and scalifoldsd) commensurate with the students role of English harque et al., estage of the control of the students and scaling and the students and scaling accommodated (communicated).	(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 inovitedge needed to comprehend increasingly challenging language	(ii) use visual and contextual support to enhance and confirm understanding	T: K-12 S: 6-12	Student/Teacher	9781531135006 9781531149536	505	Connections Writing & Language Student Edition: Context Clues Chart	Connections Writing & Language Student Edition page(s) 505
				Student/Teacher Student/Teacher	9781531135096 9781531149536	493	Connections Writing & Language Student Edition: 3. Third Read: Determine Why the Text is Meaningful and How it Connects to Other Texts	Connections Writing & Language Student Edition page(s) 493
				Student/Teacher	9781531129729			
				Teacher Only	9781531149567	21	Connections ELL Teacher Resource: Annotate	Connections ELL Teacher Resource, page(s) 21.
				Teacher Only	9781531129729 9781531149567	15	Connections ELL Teacher Resource: Support for Teaching ELL's in Connections Teaching Close Reading	Connections ELL Teacher Resource, page(s) 15
				Teacher Only Teacher Only				

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Item Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the 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 text for a variety of purposes with an increasing text of the property of the control of the control of the control of the control of the control of the 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 beated the control of the control of the control of the 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, enhanced 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	Student/Teacher	9781531129682 9781531149550	170	Connections ELA Student Edition : Digital Collection of Aphorisms	Connections ELA Student Edition page(s) 170
				Student/Teacher	9781531129682 9781531149550	96	Connections ELA Student Edition : Travel Brochure	Connections ELA Student Edition page(s) 96
				Student/Teacher Student/Teacher				
				Teacher Only	9781531129729 9781531149567	170	Connections Teacher Wraparound Edition: ELL Support: Project-	Connections Teacher Wraparound Edition, page(s) 170
				Teacher Only	9781531149567 9781531129729 9781531149567	96	Based Assessment-Digital Collection of Aphorisms Connections Teacher Wraparound Edition: ELL Support Project-	Connections Teacher Wraparound Edition, page(s) 96
				Teacher Only	9781531149567	55	Based Assessment-Travel Brochure	Osmiconono rederier viraparodria Edinor, pago(o) so
				Teacher Only				
(4) Cross-curricular second language sequisition/vaiding. The ELL reads avariety of taxts 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 or advanced high stage of English language english and a content of the control of the content for advanced and encoherent curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scalifolded) commensurate with the busiders See oil of English language. To contain a content of the content of the content 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 contential support and support from peers and teachers to read grade-appropriate content area toot, enhance and confirm understanding, and develop combalary, 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	NA	NA .
(4) Cross-curricular second language acquisition/vanding. The LLT reads a variety of tacts 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 fournation and enricinition and the content of the fournation and enricinition and the content of the languistically accommodated 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 lext. The subdent is expected to.	(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and continu understanding, and develop sociolodary, and the support of the continuation of the support o	(v) use visual and contentual support to develop background knowledge needed to comprehend increasingly challenging language	T: K-12 S: 6-12	Student/Teacher	9781531135096 9781531149536	505	Connections Writing & Language Student Edition: Context Clues Chart	Connections Writing & Language Student Edition page(s) 505
				Student/Teacher	9781531129682 9781531149550	91	Connections ELA Student Edition : Focus on Evaluating the Effects of Word Choice	Connections ELA Student Edition page(s) 91
				Student/Teacher Student/Teacher				
				Teacher Only	9781531129729 9781531149567	21	Connections ELL Teacher Resource: Support for Teaching ELL's	Connections ELL Teacher Resource, page(s) 21.
				Teacher Only	9781531129729	21	in Connections Graphic Organizers Connections ELL Teacher Resource: Support for Teaching ELL's	Connections ELL Teacher Resource, page(s) 21
				Teacher Only	9781531149567		in Connections Visual Aids	
				Teacher Only				
(4) Cross-curricular second language acquisition/vendeding The ELI reads a variety of taxts for a variety of purposes with an increasing level of comprehension in all content areas. ELIs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading, in order for the ELI to meet grade-level learning expectations across the instruction delivered in English must be instruction and scall field only commensurate with the students level of English Inaguage proficiency. For kindergarten and grade 1, certain adout 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- and appropriate content are star, when the appropriate content are star, when the appropriate content are star, when the appropriate content are started and appropriate the appropriate content are started and appropriate the appropriate content are started and appropriate content are started as a started and appropriate content are started as a started and appropriate content are started as a s	(w) use support from peers and teachers to read grade-appropriate content area text	T: K-12 S: 6-12	Student/Teacher	9781531129682 9781531149550	105	Connections ELA Student Edition : First Peer Review	Connections ELA Student Edition page(s) 105
				Student/Teacher	9781531129682 9781531149550	124	Connections ELA Student Edition : Speak and Listen	Connections ELA Student Edition page(s) 124
				Student/Teacher Student/Teacher				
				Teacher Only	9781531129729 9781531149567	105	Connections Teacher Wraparound Edition: First Peer Review	Connections Teacher Wraparound Edition, page(s) 105
				Teacher Only	9781531149567 9781531129729 9781531149567	124	Connections Teacher Wraparound Edition: Speak and Listen:	Connections Teacher Wraparound Edition, page(s) 124
				Teacher Only				
				Teacher Only				

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Item Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the location for electronic programs
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of tests for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, interendiate, advanced, acquisition in reading, in order for the ELL to meet grade-level bearing expectations across the foundation and enrichment curriculum, all instruction delivered in English must be injurisitically accommodated (communicated with the student's level of English into grapes and the student's level of English into grapes proficiency. For kindergarten and grade 1, certain of these student's ender expectations apply to test read aloud for students not yet at the stage of decoding written text. The student is expected to:	(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	(vii) use support from peers and teachers to enhance and confirm understanding	T: K-12 S: 6-12	Student/Teacher	9791531129682 9791531149550	105	Connections ELA Student Edition : First Peer Review	Connections ELA Student Edition page(s) 105
				Student/Teacher	9781531129682 9781531149550	124	Connections ELA Student Edition : Speak and Listen	Connections ELA Student Edition page(s) 124
				Student/Teacher Student/Teacher				
				Teacher Only	9781531129729 9781531149567	11	Connections ELL Teacher Resource: Jigsaw Technique	Connections ELL Teacher Resource, page(s) 11
				Teacher Only	9781531129729 9781531149567	124	Connections Teacher Wraparound Edition: ELL Support: Speak and Listen:	Connections Teacher Wraparound Edition, page(s) 124
				Teacher Only Teacher Only				
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of tests for a variety of purposes with an increasing level of comprehension in all content areas. ELLs of a variety of purpose with an increasing level of comprehension in all content areas. ELLs of the content of the content areas. ELLs of the content areas of the content areas. ELLs of the content areas. ELLs of the content areas. ELLs of the content areas of the content areas 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 injusticatedly accommodised (communicated, sequenced, and scaffoldsel) commensurate with the student's level of English Inagouage, proficiency, For kindergation and grade 1, certain old off students soutly at 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 ocabulary, 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	Teacher Only Student/Teacher	9781531129682 9781531146550	105	Connections ELA Student Edition : First Peer Review	Connections ELA Student Edition page(s) 105
				Student/Teacher Student/Teacher	9781531129682 9781531149550	124	Connections ELA Student Edition : Speak and Listen	Connections ELA Student Edition page(s) 124
				Student/Teacher Teacher Only	9781531129729 9781531149567	11	Connections ELL Teacher Resource: Jigsaw Technique	Connections ELL Teacher Resource, page(s) 11
				Teacher Only	9781531129729	124	Connections Teacher Wraparound Edition: ELL Support: Speak	Connections Teacher Wraparound Edition, page(s) 124
				Teacher Only	9781531149567	124	and Listen:	Connections reacher Waparound Edition, page(s) 124
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of tests for a variety of purposes with an increasing stress of the property of tests for a variety of purposes with an increasing stress of the property 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, greap 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	Teacher Only Student/Teacher	9781531129729 9781531149567 97815311129729	62	Connections ELL Teacher Resource: Text Structures Graphic Organizers Connections ELL Teacher Resource: Text Structures Graphic	Connections ELL Teacher Resource, page(s) 62
				Student/Teacher Student/Teacher	9781531129729 9781531149567	64	Connections ELL Teacher Resource: Text Structures Graphic Organizers	Connections ELL Teacher Resource, page(s) 64
				Student/Teacher	9781531129729	464	Connections Teacher Wraparound Edition: ELL Lesson Support	Connections Teacher Wrangers of Edition page (a) 45
				Teacher Only	9781531149567 9781531129729	464	Speak and Listen Connections Teacher Wraparound Edition: ELL Support: Project-	Connections Teacher Wraparound Edition, page(s) 464 Connections Teacher Wraparound Edition, page(s) 489
				Teacher Only	9781531149567	.50	Based Assessments-Comparing and Contrasting Characters	See Join Landin page of 108
				Teacher Only				
(4) Cross-curricular second language acquisition/veding. The ELL reads a variety of tests 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 inaquage acquisition in reading, in order for the ELL to meet boundation and enrichment curriculum, all instruction delivered in English must be inguisitially accommodised (communicised, sequenced, and scaffolded) commensurate with the student's level of English Inaguage proficiency. For kinderganten and grade 1; certain of these student ejecclations apply to lest read written text. The student is expected to written text. The student is expected to	(F) use visual and contextual support and support from peers and teachers to read grade— confirm understanding, and develop ovcabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	(r) use support from peers and teachers to develop background knowledge needed to comprehend increasingly challenging language	T: K-12 S: 6-12	Student/Teacher	9781531129729 9781531149567	50	Connections ELL Teacher Resource: Graphic Organizers Frayer Model	Connections ELL Teacher Resource, page(s) 50

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Item Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the location for electronic programs
					9781531129682		Connections ELA Student Edition : The Writing Process	
				Student/Teacher Student/Teacher	9781531149550	224	Brainstorm	Connections ELA Student Edition page(s) 224
				Student/Teacher	9781531129729		Connections Teacher Wraparound Edition: ELL Support: First	
				Teacher Only	9781531149567 9781531129729	472	Read Connections Teacher Wraparound Edition: ELL Support: Focus	Connections Teacher Wraparound Edition, page(s) 472
				Teacher Only Teacher Only	9781531149567	437	on Defining Key Terms	Connections Teacher Wraparound Edition, page(s) 437
				Teacher Only				
(4) Cross-curricular second language acquisition-reads or mirely of tests 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 integrage and a comprehension of the comprehension	(G) demonstrate comprehension of increasingly complex English by participating in shared reading, retailing or summarting material, so commensurate with content area and grade level needs	(i) demonstrate comprehension of increasingly complex English by participating in shared read-analysate with content area and grade level needs	NA	NA	NA	NA	NA	NA NA
(4) Cross-curricular second language acquisition-reading. The ELT reads a variety of tests 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 inaryuage acquisition in reading, in order for the ELL to meet grade-level tearing expectations across the instruction delivered in English must be instruction delivered in English must be inspitially accommediated (communicated, sequenced, and scaffiddied) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, cortain 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 summarrizing 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	Student/Teacher	9781531135096 9781531149536	498	Connections Writing & Language Student Edition: Summarizing	Connections Writing & Language Student Edition page(s) 498
				Student/Teacher	9781531135096 9781531149536	525	Connections Writing & Language Student Edition: Summarize what you heard	Connections Writing & Language Student Edition page(s) 525
				Student/Teacher Student/Teacher	3701001140000		what you heard	
				Teacher Only	9781531129729 9781531149567	460	Connections Teacher Wraparound Edition: ELL Support: Focus on Analyzing Organization	Connections Teacher Wraparound Edition, page(s) 460
				Teacher Only	9781531129729 9781531149567	392	Connections Teacher Wraparound Edition: ELL Support: First Read	Connections Teacher Wraparound Edition, page(s) 392
				Teacher Only Teacher Only			11000	
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of tests for a variety of purpose with an increasing level of comprehension in all content areas. ELLs may be at the beginning, interendiate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the loundation and enrichment curriculum, all instruction delivered in English imsus be linquisitedly accommodisted (communicated, inspection) accommodisted (communicated, inspection). The communicated with the student's level of English language proficiency. For kindergenten and grade 1, certain of these student expectations apply to text read aloud for students notly set the stage of decoding written text. The student is expected to:	(G) demonstrate comprehension of increasingly complex English by participating in shared reading, refelling or summarizing material, responding to questions, and staiking 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	Student/Teacher	9781531129729 9781531149567	52	Connections ELL Teacher Resource: Graphic Organizers Main Idea and Supporting Details	Connections ELL Teacher Resource, page(s) 52
				Student/Teacher	9781531129729 9781531149567	46	Connections ELL Teacher Resource: Chapter 6 Write Sentence Frames	Connections ELL Teacher Resource, page(s) 46
				Student/Teacher Student/Teacher				
				Teacher Only	9781531129729 9781531149567	21	Connections Teacher Wraparound Edition: ELL Support: Project- Based Assessment Literary Analysis	Connections Teacher Wraparound Edition, page(s) 21
				Teacher Only	9781531129729 9781531149567	234	Connections Teacher Wraparound Edition: ELL Support: Practice Performance Task	Connections Teacher Wraparound Edition, page(s) 234
				Teacher Only Teacher Only				
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of tests for a variety of purposes with an increasing state of the property	(C) demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarriang 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	Student/Teacher	9781531129729 9781531149567	55	Connections ELL Teacher Resource: Graphic Organizers Taking Notes	Connections ELL Teacher Resource, page(s) 55

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Item Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the location for electronic programs
				Student/Teacher Student/Teacher	9781531129729 9781531149567	496	Connections ELA Student Edition : Conduct Research, Second paragraph	Connections ELA Student Edition page(s) 496
				Student/Teacher	9781531129729			
				Teacher Only Teacher Only	9781531149567	21	Connections ELL Teacher Resource: Annotate Connections Teacher Wraparound Edition: ELL Support: Practice	Connections ELL Teacher Resource, page(s) 21
				Teacher Only Teacher Only	9781531129729 9781531149567	234	Performance Task	Connections Teacher Wraparound Edition, page(s) 234
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of tests for a variety of purposes with an increasing tests for a variety of purposes with an increasing a 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 sepectations across the foundation and enrichment curriculum, all instruction delivered in English must be inspatisitely accommodated (communicated, inspatis) accommodated (communicated, the student is level of English language proficiency. Cerk indergenten and grads 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	Teacher Only NA	NA .	NA NA	NA	NA NA
(4) Cross-curricular second language appaintmental part of tests 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 lengish language acquastion in reading, in order for the ELL to meet grade-feel feering expectations across the instruction delivered in English must be instruction. See the english of the set where a peed of English language proficiency. For kindergarten and grade 1, certain of these student appectations apply to lest read aloud for students not yet at the stage of decoding written tear. 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	NA .	NA.
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of tests for a variety of purpose with an increasing level of comprehension in all content areas. ELLs may be at the beginning, interestate, advanced, acquisition in reading, in order for the ELL to meet grade-level learning expectations across the foundation and entirchment curriculum, all instruction delivered in English must be inspatisfically accommodated (communication and entirchment curriculum, all instruction delivered in English must be inspatisfically accommodated (communication and entirchment curriculum, all instruction delivered in English must be inspatisfically accommodated (communication and entire the entire that the entire tha	(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 estinguishing 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	NA NA	NA NA	NA .
(4) Cross-curricular second language acquaistion/reading. The ELL reads a variety of tests for a variety of purpose with an increasing level of comprehension in all content areas. ELLs may be at the beginning, interendate, advanced, or advanced high stage of English language acquaistion 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 illiquistically accommodisted (communicated, sequenced, and scalfolded) commensurate with profilency. For indergenter 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 detalls in that 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	NA NA	NA NA	NA NA	NA NA
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of tests for a variety of purpose with an increasing level of comprehension in all content areas. ELLs may be at the beginning, interendate, 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 inquisitedly accommodised (communicated, in the student is level of English language proficiency. For kindegraters 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	demonstrate English comprehension and expand reading skills by employing inferential skills	NA	NA .	NA .	NA NA	NA NA	NA NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Item Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the location for electronic programs
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of tests for a variety of purposes with an increasing level of comprehension in all content areas. ELLs or absonced high stage of English language acquisition in reading, I order for the ELL to meet grade-feel learning expectations across the foundation and enthrented curriculum, all instruction delivered in English miss ab est 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 lost read aloud for students not yet at the stage of decoding written test. 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 .	NA .	NA
(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. ELL amy be at the beginning, intermediate, advanced, or advanced high stage of the ELL for 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 students level of English language proficency. For knotegoristen and grade communication of the students level of English language proficency. For knotegoristen and grade communication of the students are according 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	Student/Teacher	9781531135096 9781531149536	512	Connections Writing & Language Student Edition: Partial Pronunciation Key	Connections Writing & Language Student Edition page(s) 512
				Student/Teacher	9781531135096 9781531149536	467	Connections Writing & Language Student Edition: Words Ending in sede ceed and cede	Connections Writing & Language Student Edition page(s) 467
				Student/Teacher Student/Teacher	9781531129729			
				Teacher Only	9781531149567	21	Connections ELL Teacher Resource: Dictionaries Connections Teacher Wraparound Edition: ELL Support:	Connections ELL Teacher Resource, page(s) 21
				Teacher Only Teacher Only	9781531129729 9781531149567	256	Language: Spelling	Connections Teacher Wraparound Edition, page(s) 256
				Teacher Only				
(8) Cross-curricular second language acquisition/wing. 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 of Finglish language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English (communicated, sequenced, and scalabled) commensurate with the student's level of English language proficiency. For kinderiest sevel of English language proficiency. For kinderiest expedition of the proficiency for kinderiest exhibition of the poly with the student has reached the stage of polyment of these student has reached the stage of polymens of the student has reached the stage of polymens.	(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	Student/Teacher	9781531129729 9781531149567	50	Connections ELL Teacher Resource: Graphic Organizers Frayer Model	Connections ELL Teacher Resource, page(s) 50
				Student/Teacher	9781531129729 9781531149567	45	Connections ELL Teacher Resource: Grade 12 Unit 1 Activities Chapter 4 Write	Connections ELL Teacher Resource, page(s) 45
				Student/Teacher Student/Teacher				
				Teacher Only	9781531129729 9781531149567	20	Connections ELL Teacher Resource: Teaching Vocabulary Draw, Act, Define, Read (DADR)	Connections ELL Teacher Resource, page(s) 20
				Teacher Only	9781531129729 9781531149567	19	Connections ELL Teacher Resource: Vocabulary Flashcards	Connections ELL Teacher Resource, page(s) 19
				Teacher Only Teacher Only				
(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. ELL amy be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffidded) commensurate with the student is level of English language proficiency. For kinderigate and graded 1, certain of these student are sected the stage of periodicing or open students exit unique absoluted writing system. The student is expected to:	(B) write using newly acquired basic vocabulary and content-based grade-level vocabulary	(ii) write using content-based grade-level vocabulary	T: K-12 S: 6-12	Student/Teacher	9781531129729 9781531149567	50	Connections ELL Teacher Resource: Graphic Organizers Frayer Model	Connections ELL Teacher Resource, page(s) 50
					9781531129729		Connections ELL Teacher Resource: Grade 12 Unit 3 Activities	Connections ELL Teacher Resource, page(s) 48
				Student/Teacher	9781531149567	48	Authors Craft	Connections ELL Teacher Resource, page(s) 48
				Student/Teacher Student/Teacher Student/Teacher	9781531149567	48		Connections ELL Teacher Resource, page(s) 48
				Student/Teacher	9781531149567 9781531129729 9781531149567	48	Authors Craft Connections Teacher Wraparound Edition: ELL Support: Preview Academic Vocabulary Connections ELL Teacher Resource: Teaching Vocabulary Draw,	Connections Teacher Wraparound Edition, page(s) 448

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Item Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the location for electronic programs
				Teacher Only Teacher Only				
(s) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audence in all content areas. ELL may be at the beginning, intermediate, advanced, or advanced high stage of the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguisitically accommodated (communicated, sequenced, and scafolided) commensurate with the student's level of English language profilency. For kindergenter and grade 1, certain of these student expectations do not generating original writine to study a series of the profile with the text using a standard writing system. The student is expected to:	(C) spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired	(i) spell familiar English words with increasing accuracy	T: K-12 S: 6-12	Student/Teacher	9781531135096 9781531149536	467	Connections Writing & Language Student Edition: Spelling Patterns	Connections Writing & Language Student Edition page(s) 467.
				Student/Teacher	9781531135096 9781531149536	473	Connections Writing & Language Student Edition: Spelling Numbers	Connections Writing & Language Student Edition page(s) 473
				Student/Teacher				
				Student/Teacher Teacher Only	9781531129729	256	Connections Teacher Wraparound Edition: ELL Support:	Connections Teacher Wraparound Edition, page(s) 256
				Teacher Only	9781531149567 9781531129729	19	Language: Spelling Connections ELL Teacher Resource: Vocabulary Flashcards	Connections Teacher Wildparcona Edition, page(s) 230 Connections ELL Teacher Resource, page(s) 19
				Teacher Only	9781531149567	19	Commodition CEE reaction resource: vocabulary riasficatos	Some Delication of the second resolution of th
				Teacher Only				
(s) Cross-curricular second language acquisition/writing. The ELL writtes 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 linguisitedly accommodated curriculum, all instruction delivered in English must be linguisitedly accommodated curriculum, and instruction and an english must be linguisitedly accommodated curriculum, and an english and an english must be linguisitedly accommodated or commensurate with the student severations do not apply until the student has reached the stage of generating original writine to using a standard writing system. The student is expected to:	(C) spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired	(ii) employ English spelling pattern with increasing accuracy as more English is acquired	T: K-12 S: 6-12	Student/Teacher	9781531135096 9781531148536	467	Connections Writing & Language Student Edition: Spelling Patterns	Connections Writing & Language Student Edition page(s) 467.
				Student/Teacher	9781531135096 9781531149536	473	Connections Writing & Language Student Edition: Spelling Numbers	Connections Writing & Language Student Edition page(s) 473
				Student/Teacher Student/Teacher				
				Teacher Only	9781531129729 9781531149567	19	Connections ELL Teacher Resource: Vocabulary Flashcards	Connections ELL Teacher Resource, page(s) 19
				Teacher Only	9781531129729 9781531149567	18	Connections ELL Teacher Resource: Vocabulary Memory	Connections ELL Teacher Resource, page(s) 18
				Teacher Only Teacher Only				
(s) 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 curriculum, all instruction delivered in English must be linguisitically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergaten and grade 1, certain of these situdent expectations do not apply writil the student has reached the stage of gererating original writine text using a standard writing system. The student is expected for.	(C) spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired	(iii) employ English spelling rules with increasing accuracy as more English is acquired	T: K-12 S: 6-12	Student/Teacher	9781531135096 9781531149536	467	Connections Writing & Language Student Edition: Spelling Patterns	Connections Writing & Language Student Edition page(s) 467
				Student/Teacher	9781531135096 9781531149536	473	Connections Writing & Language Student Edition: Spelling Numbers	Connections Writing & Language Student Edition page(s) 473
				Student/Teacher Student/Teacher				
				Teacher Only	9781531129729 9781531149567	19	Connections ELL Teacher Resource: Vocabulary Flashcards	Connections ELL Teacher Resource, page(s) 19
				Teacher Only	9781531129729 9781531149567	18	Connections ELL Teacher Resource: Vocabulary Memory	Connections ELL Teacher Resource, page(s) 18
				Teacher Only Teacher Only				
		I		reacher Only				

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Item Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the location for electronic programs
(s) 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 beigning, intermediate, advanced, or advanced high stage of the ELL for the expensive of the exp	(D) edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb trenses commensurate with grade-level expectations as more English is acquired.	(i) edit writing for standard grammar and usage, including subject-with agreement commensurate with grade-level expectations as more English is acquired	T: K-12 S: 6-12	Student/Teacher	9781531129729 9781531149567	72	Connections ELL Teacher Resource: Proofreading Checklist	Connections ELL Teacher Resource, page(s) 72
				Student/Teacher	9781531135096 9781531149536	19	Connections Writing & Language Student Edition: Proofreading Techniques	Connections Writing & Language Student Edition page(s) 19
				Student/Teacher Student/Teacher				
				Teacher Only	9781531129729 9781531149567	232	Connections Teacher Wraparound Edition: ELL Support: Revision	Connections Teacher Wraparound Edition, page(s) 232
				Teacher Only	9781531129729	441	Connections Teacher Wraparound Edition: ELL Support:	Connections Teacher Wraparound Edition, page(s) 441
				Teacher Only	9781531149567		Language: Using Commas with Phrases and Clauses	
				Teacher Only				
(5) Cross-curricular second language acquisition/writing. The ELL writing 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 linguisitately accommodated curriculum, all instruction delivered in English commensurate with the student level of English language proficiency. For kindengarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original writine text using a standard writing system. The student is expected to:	(D) edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired	(ii) edit writing for standard grammar and usage, including pronoun agreement, commensurate with grade-beel expectations as more English is acquired	T: K-12 S: 6-12	Student/Teacher	9781531135096 9781531148536	19	Connections Writing & Language Student Edition: Proofreading Techniques	Connections Writing & Language Student Edition page(s) 19
				Student/Teacher	9781531129729 9781531149567	72	Connections ELL Teacher Resource: Proofreading Checklist	Connections ELL Teacher Resource, page(s) 72
				Student/Teacher Student/Teacher				
				Teacher Only	9781531129729 9781531149567	441	Connections Teacher Wraparound Edition: ELL Support: Language: Using Commas with Phrases and Clauses	Connections Teacher Wraparound Edition, page(s) 441
				Teacher Only	9781531129729 9781531149567	381	Connections Teacher Wraparound Edition: ELL Support: Language: Using Pronouns	Connections Teacher Wraparound Edition, page(s) 381
				Teacher Only Teacher Only				
(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy of 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 curriculum, all interaction delivered in English must be linguistically accommodated (communicated, sequenced, and cardidided) commensurate with the student's level of English language proficiency. For kindergaren and grade 1, certain of these situation expectations do not one of the english control of the english engli	(b) 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	seacher Unity Student/Teacher	9781531135096 9781531149536	19	Connections Writing & Language Student Edition: Proofreading Techniques	Connections Writing & Language Student Edition page(s) 19
				Student/Teacher	9781531129729 9781531149567	72	Connections ELL Teacher Resource: Proofreading Checklist	Connections ELL Teacher Resource, page(s) 72
				Student/Teacher Student/Teacher				
				Teacher Only	9781531129729 9781531149567	341	Connections Teacher Wraparound Edition: ELL Support:	Connections Teacher Wraparound Edition, page(s) 341
				Teacher Only	9781531129729 9781531149567	306	Connections Teacher Wraparound Edition: ELL Support: Write	Connections Teacher Wraparound Edition, page(s) 306
				Teacher Only Teacher Only				
				Teacher Only	1	1		

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	.	O IODA	Pr (r)	Description of the specific location	
Knowledge and Skills Statement	Student Expectation	bi edrout	Required Grade Level	Item Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the 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 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 scafedided) commensurate with the student's level of English language profilionery, For kindergaren and grade 1, certain of these student expectations do not of the expectation of the control of the english language profilion with refer the 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, intense, and pronound/antecedents; (ii) using possessive case (a	(i) employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations	T: K-12 S: 6-12	Student/Teacher	9781531135096 9781531149536	315	Connections Writing & Language Student Edition: The Uses of Subordinate Clauses	Connections Writing & Language Student Edition page(s) 315.
				Student/Teacher	9781531135096 9781531149536	325	Connections Writing & Language Student Edition: Complex Sentences	Connections Writing & Language Student Edition page(s) 325
				Student/Teacher	3701001140000		Jentences	
				Student/Teacher Teacher Only	9781531129729	423	Connections Teacher Wraparound Edition: ELL Support:	Connections Teacher Wraparound Edition, page(s) 423
					9781531149567 9781531129729		Language: Active and Passive Voice Connections Teacher Wraparound Edition: ELL Support:	
				Teacher Only Teacher Only	9781531149567	341	Language: Participial Phrases	Connections Teacher Wraparound Edition, page(s) 341
				Teacher Only				
(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 saudence in all intermediate, advanced or exhausted 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 linguisitically accommodated (communicated, sequenced, and satisfaction) commensurate with the students level of English language proficency. For kindergarten and grade apply until the student has reached the stage of generating original writine 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 phrase, clauses, and entences in incursingly accurate ways as more English is acquired.	write using a variety of grade-appropriate sentence lengths in increasingly accurate ways as more English is acquired	T: K-12 S: 6-12	Student/Teacher	9781531135096 9781531149536	315	Connections Writing & Language Student Edition: The Uses of Subordinate Clauses	Connections Writing & Language Student Edition page(s) 315
				Student/Teacher	9781531135096 9781531149536	325	Connections Writing & Language Student Edition: Complex Sentences	Connections Writing & Language Student Edition page(s) 325
				Student/Teacher Student/Teacher				
				Teacher Only	9781531129729 9781531149567	233	Connections Teacher Wraparound Edition: Second Peer Review Think Small	Connections Teacher Wraparound Edition, page(s) 233
				Teacher Only	9781531149567 9781531129729 9781531149567	232	Connections Teacher Wraparound Edition: ELL Support: Revision	Connections Teacher Wraparound Edition, page(s) 232
				Teacher Only	9/8153114956/			
(s) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and undernoe in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing, in order expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguisically accommodated (communicated, sequenced, and scaffolded) commencement with the student last 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 writins to usung a standard writing system. The student is expected to:	(F) write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired	(ii) write using a variety of grade-appropriate sentence patterns in increasingly accurate ways as more English is acquired	T: K-12 S: 6-12	Teacher Only Student/Teacher	9781531135096 9781531149536	315	Connections Writing & Language Student Edition: The Uses of Subordinate Clauses Connections Writing & Language Student Edition: Complex	Connections Writing & Language Student Edition page(s) 315.
				Student/Teacher	9781531135096 9781531149536	325	Connections Writing & Language Student Edition: Complex Sentences	Connections Writing & Language Student Edition page(s) 325.
				Student/Teacher Student/Teacher				
				Teacher Only	9781531129729 9781531149567	255	Connections Teacher Wraparound Edition: ELL Support: Write	Connections Teacher Wraparound Edition, page(s) 255
				Teacher Only	9781531129729 9781531149567	18	Connections Teacher Wraparound Edition: Language: Writing Complete Sentences	Connections Teacher Wraparound Edition, page(s) 18
				Teacher Only	5.5.55117550		======================================	
				Teacher Only				

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Item Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the 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 baginning, intermediate, advanced, or advanced high stage of the ELL or 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 profileoncy. For kindergaren and grade 1, certain of these student expectations do not of the expectation of the commensuration of the communication of the student's level of English language profileoncy. For kindergaren and grade 1, certain of these student expectations do not of the communication of the communi	(F) write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine privase, 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	Student/Teacher	9781531135096 9781531149536	274	Connections Writing & Language Student Edition: Conjunctions	Connections Writing & Language Student Edition page(s) 274
				Student/Teacher	9781531135096 9781531149536	317	Connections Writing & Language Student Edition: Subordinating Conjunctions	Connections Writing & Language Student Edition page(s) 317
				Student/Teacher Student/Teacher				
				Teacher Only	9781531129729	185	Connections Teacher Wraparound Edition: ELL Support:	Connections Teacher Wraparound Edition, page(s) 185
				Teacher Only	9781531149567 9781531129729	19	Language-Using Transitions Connections Teacher Wraparound Edition: ELL Support:	Connections Teacher Wraparound Edition, page(s) 19
				Teacher Only Teacher Only	9781531149567	19	Language: Writing Complete Sentences	Connections Teacher Wraparound Edition, page(s) 19
				Teacher Only				
(5) Creas-curricular accord language acquisition/writing. The ELL writes in a variety of acquisition/writing. The ELL writes in a variety of acquisition writing. The ELL writes in a variety of address a specific purpose and undernoe 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 instructions oblevied in English must be linguisitically accommodated (communicated, sequenced, and scafelolese) commensurate with the students level of English of the expectation of the expectation of the expectation of the expectation of the properties of the students are such as expected 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 fulfil content area writing needs as more English is acquired	T: K-12 S: 6-12	Student/Teacher	9781531129729 9781531149967	69	Connections ELL Teacher Resource: Narrative Writing Revision Checklist	Connections ELL Teacher Resource, page(s) 69
				Student/Teacher	9781531135096 9781531149536	129	Connections Writing & Language Student Edition: Writing a Personal Narrative	Connections Writing & Language Student Edition page(s) 129
				Student/Teacher Student/Teacher				
				Teacher Only	9781531129729 9781531149567	21	Connections ELL Teacher Resource: Retell Summarize	Connections ELL Teacher Resource, page(s) 21
				Teacher Only	9781531129729 9781531149567	324	Connections Teacher Wraparound Edition: ELL Support: Language: Narrative Pacing	Connections Teacher Wraparound Edition, page(s) 324
				Teacher Only Teacher Only			man nya atipo etta rasto e santig	
(5) Cross-curricular second language acquaistion/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELL may be at the beginning, intermediate, advanced, or advanced high stage of English language acquaistion in writing, in order of the properties across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and softedided) commenciate with the students level of English of the properties of the properties of the properties of the properties of the students are considered to apply until the students have 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	seacher Uniy StudenVTeacher	9781531129729 9781531149567	32	Connections ELL Teacher Resource: Sentence Frames Chapter 7, Project-Based Assessment-Education Memoir	Connections ELL Teacher Resource, page(s) 32
				Student/Teacher	9781531129729 9781531149567	32	Connections ELL Teacher Resource: Sentence Frames Chapter 7. Write	Connections ELL Teacher Resource, page(s) 32
				Student/Teacher Student/Teacher	5701051140001		.,	
				Student/Teacher Teacher Only	9781531129729	144	Connections Teacher Wraparound Edition: ELL Support: Write	Connections Teacher Wraparound Edition, page(s) 144
				Teacher Only	9781531149567 9781531129729	148	Connections Teacher Wraparound Edition: ELL Support: Project-	Connections Teacher Wraparound Edition, page(s) 148
				Teacher Only	9781531149567		Based Assessment-Educational Memoir	
				Teacher Only				

§74.4. English Language Proficiency Standards: English

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Item Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the 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 the ELL for most particular learning expectations across 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. For kinderigenten and grade 1, certain of these student expectations do not supply with the suddent has reached the stage of generating original within test using a standard writing system. The student is expected for.	(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	Student/Teacher	9781531129729 9781531149567	69	Connections ELL Teacher Resource: Narrative Writing Revision Checklist	Connections ELL Teacher Resource, page(s) 69
				Student/Teacher	9781531135096 9781531149536	124	Connections Writing & Language Student Edition: Writing a Personal Narrative	Connections Writing & Language Student Edition page(s) 124
				Student/Teacher				
				Student/Teacher				
				Teacher Only	9781531129729 9781531149567	21	Connections ELL Teacher Resource: Retell Summarize	Connections ELL Teacher Resource, page(s) 21
				Teacher Only	9781531129729 9781531149567	383	Connections ELL Teacher Resource: Project-Based Assessment- Leaflet	Connections ELL Teacher Resource, page(s) 383
				Teacher Only				
				Teacher Only				