

English Language Proficiency 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)	9781531149227							
<b>(a) Introduction.</b>								
<p>(1) The English language proficiency standards in this section outline English language proficiency level descriptors and student expectations for English language learners (ELLs). School districts shall implement this section as an integral part of each subject in the required curriculum. The English language proficiency standards are to be published along with the Texas Essential Knowledge and Skills (TEKS) for each subject in the required curriculum.</p> <p>(2) In order for ELLs to be successful, they must acquire both social and academic language proficiency in English. Social language proficiency in English consists of the English needed for daily social interactions. Academic language proficiency consists of the English needed to think critically, understand and learn new concepts, process complex academic material, and interact and communicate in English academic settings.</p> <p>(3) Classroom instruction that effectively integrates second language acquisition with quality content area instruction ensures that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills in the TEKS, and reach their full academic potential.</p> <p>(4) Effective instruction in second language acquisition involves giving ELLs opportunities to listen, speak, read, and write at their current levels of English development while gradually increasing the linguistic complexity of the English they read and hear, and are expected to speak and write.</p> <p>(5) The cross-curricular second language acquisition skills in subsection (c) of this section apply to ELLs in Kindergarten-Grade 12.</p> <p>(6) The English language proficiency levels of beginning, intermediate, advanced, and advanced high are not grade-specific. ELLs may exhibit different proficiency levels within the language domains of listening, speaking, reading, and writing. The proficiency level descriptors outlined in subsection (d) of this section show the progression of second language acquisition from one proficiency level to the next and serve as a road map to help content area teachers instruct ELLs commensurate with students' linguistic needs.</p>								
<b>(b) School district responsibilities.</b>								
This section is not applicable to this document, but can be found at <a href="http://texas.legis.state.tx.us/rules/tac/chapter074/ch074a.html#74.4">http://texas.legis.state.tx.us/rules/tac/chapter074/ch074a.html#74.4</a> .								
<b>(c) Cross-curricular second language acquisition essential knowledge and skills</b>								
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
<p>(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	(A) use prior knowledge and experiences to understand meanings in English	(i) use prior knowledge to understand meanings in English	T: K-12 S: 6-12	Student/Teacher	9781531135096 9781531149536	481	Connections Writing & Language Student Edition: Use Your Prior Knowledge	<a href="#">Connections Writing &amp; Language Student Edition page(s) 481</a>
				Student/Teacher	9781531129682 9781531149550	14	Connections ELA Student Edition : ELL Support: Focus on Understanding Narrative Details	<a href="#">Connections ELA Student Edition page(s) 14</a>
				Student/Teacher				
				Teacher Only	9781531129729 9781531149567	19	Connections ELL Teacher Resource: Support for Teaching ELLs in Connections: Vocabulary Flashcards	<a href="#">Connections ELL Teacher Resource, page(s) 19</a>
				Teacher Only	9781531129729 9781531149567	19	Connections ELL Teacher Resource: Support for Teaching ELLs in Connections: Word Web	<a href="#">Connections ELL Teacher Resource, page(s) 19</a>
<p>(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	(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	<a href="#">Connections Writing &amp; Language Student Edition page(s) 481</a>
				Student/Teacher	9781531129729 9781531149567	116	Connections ELA Student Edition : ELL Support: Preview Concepts	<a href="#">Connections ELA Student Edition page(s) 116</a>
				Student/Teacher				
				Teacher Only	9781531129729 9781531149567	19	Connections ELL Teacher Resource: Support for Teaching ELLs in Connections: Vocabulary Flash Cards	<a href="#">Connections ELL Teacher Resource, page(s) 19</a>
				Teacher Only	9781531129729 9781531149567	18	Connections ELL Teacher Resource: Support for Teaching ELLs in Connections: Teaching Vocabulary	<a href="#">Connections ELL Teacher Resource, page(s) 18</a>
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				Student/Teacher	9781531129682 9781531149550	144	Connections ELA Student Edition : ELL Support: Speak and Listen	<a href="#">Connections ELA Student Edition page(s) 144</a>
				Student/Teacher				
				Teacher Only	9781531129729 9781531149567	10	Connections ELL Teacher Resource: Support for Teaching ELLs in Connections: Language Rich Environment	<a href="#">Connections ELL Teacher Resource, page(s) 10</a>
				Teacher Only	9781531129729 9781531149567	10	Connections ELL Teacher Resource: Support for Teaching ELLs in Connections: Corrective Feedback	<a href="#">Connections ELL Teacher Resource, page(s) 10</a>

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(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(C) use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary	(i) use strategic learning techniques to acquire basic and grade-level vocabulary	T: K-12 S: 6-12	Student/Teacher	9781531129729 9781531149567	14	Connections ELL Teacher Resource: General Expressions for the Classroom	<a href="#">Connections ELL Teacher Resource, page(s) 14</a>
				Student/Teacher	9781531135096 9781531149536	503	Connections Writing & Language Student Edition: Varieties of English Dialects	<a href="#">Connections Writing &amp; Language Student Edition page(s) 503</a>
				Student/Teacher				
				Teacher Only	9781531129729 9781531149567	18	Connections ELL Teacher Resource: Support for Teaching ELLs in Connections: Vocabulary Memory	<a href="#">Connections ELL Teacher Resource, page(s) 18</a>
				Teacher Only	9781531129729 9781531149567	20	Connections ELL Teacher Resource: Support for Teaching ELLs in Connections: Draw Act Define Read	<a href="#">Connections ELL Teacher Resource, page(s) 20</a>
				Teacher Only				
(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(D) speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known)	(i) speak using learning strategies	T: K-12 S: 6-12	Student/Teacher	9781531129682 9781531149550	105	Connections ELA Student Edition : First Peer Review	<a href="#">Connections ELA Student Edition page(s) 105</a>
				Student/Teacher	9781531129682 9781531149550	124	Connections ELA Student Edition : ELL Support: Speak and Listen	<a href="#">Connections ELA Student Edition page(s) 124</a>
				Student/Teacher				
				Teacher Only	9781531129729 9781531149567	10	Connections ELL Teacher Resource: Same native language groups	<a href="#">Connections ELL Teacher Resource, page(s) 10</a>
				Teacher Only	9781531129729 9781531149567	11	Connections ELL Teacher Resource: Support for Teaching ELLs in Connections: Use of Native Language	<a href="#">Connections ELL Teacher Resource, page(s) 11</a>
				Teacher Only				
(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(E) internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment	(i) internalize new basic language by using and reusing it in meaningful ways in speaking activities that build concept and language attainment	NA	NA	NA	NA	NA	NA
(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(E) internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment	(ii) internalize new basic language by using and reusing it in meaningful ways in writing activities that build concept and language attainment	NA	NA	NA	NA	NA	NA
(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(E) internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment	(iii) internalize new academic language by using and reusing it in meaningful ways in speaking activities that build concept and language attainment	NA	NA	NA	NA	NA	NA

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(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(F) use accessible language and learn new and essential language in the process	(i) use accessible language and learn new and essential language in the process	T: K-12	Student/Teacher	9781531129682 9781531149550	10	Connections ELA Student Edition : First Read	<a href="#">Connections ELA Student Edition page(s) 10</a>
				Student/Teacher	9781531135096 9781531149536	331	Connections Writing & Language Student Edition: Regular and Irregular Verbs	<a href="#">Connections Writing &amp; Language Student Edition page(s) 331</a>
				Student/Teacher				
				Teacher Only	9781531129729 9781531149567	10	Connections ELL Teacher Resource: Support for Teaching ELLs in Connections: Comprehensible Input	<a href="#">Connections ELL Teacher Resource, page(s) 10</a>
				Teacher Only	9781531129729 9781531149567	10	Connections ELL Teacher Resource: Support for Teaching ELLs in Connections: Language Rich Environment	<a href="#">Connections ELL Teacher Resource, page(s) 10</a>
				Teacher Only				
(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(G) demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations	(i) demonstrate an increasing ability to distinguish between formal and informal English	NA	NA	NA	NA	NA	NA
(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(G) demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations	(ii) demonstrate an increasing knowledge of when to use [formal and informal English] commensurate with grade-level learning expectations	NA	NA	NA	NA	NA	NA
(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(H) develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations	(i) develop and expand repertoire of learning strategies	NA	NA	NA	NA	NA	NA
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(A) distinguish sounds and intonation patterns of English with increasing ease	(i) distinguish sounds of English with increasing ease	NA	NA	NA	NA	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-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(A) distinguish sounds and intonation patterns of English with increasing ease	(i) distinguish intonation patterns of English with increasing ease	NA	NA	NA	NA	NA	NA
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(B) recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters	(i) recognize elements of the English sound system in newly acquired vocabulary	NA	NA	NA	NA	NA	NA
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	(i) learn new language structures heard during classroom instruction and interactions	T: K-12	Student/T teacher	9781531129729 9781531149567	14	Connections ELL Teacher Resource: General Expressions for the Classroom	<a href="#">Connections ELL Teacher Resource, page(s) 14</a>
				Student/T teacher	9781531129729 9781531149567	30	Connections ELL Teacher Resource: Sentence Frames for Connections Grade 10: Unit 1	<a href="#">Connections ELL Teacher Resource, page(s) 30</a>
				Student/T teacher				
				Teacher Only	9781531129729 9781531149567	38	Connections Teacher Wraparound Edition: ELL Support: Preview Academic Vocabulary	<a href="#">Connections Teacher Wraparound Edition, page(s) 38</a>
				Teacher Only	9781531129729 9781531149567	100	Connections Teacher Wraparound Edition: ELL Support: Preview Academic Vocabulary	<a href="#">Connections Teacher Wraparound Edition, page(s) 100</a>
				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 listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	(ii) learn new expressions heard during classroom instruction and interactions	T: K-12	Student/Teacher	9781531135096 9781531149536	503	Connections Writing & Language Student Edition: Colloquialisms, Idioms, Slang, and Jargon	<a href="#">Connections Writing &amp; Language Student Edition page(s) 503</a>
				Student/T teacher	9781531129729 9781531149567	14	Connections ELL Teacher Resource: General Expressions for the Classroom	<a href="#">Connections ELL Teacher Resource, page(s) 14</a>
				Student/T teacher				
				Teacher Only	9781531129729 9781531149567	7	Connections Teacher Wraparound Edition: ELL Support: Unit 1 Essential Question	<a href="#">Connections Teacher Wraparound Edition, page(s) 7</a>
				Teacher Only	9781531129729 9781531149567	11	Connections ELL Teacher Resource: Translations Tools	<a href="#">Connections ELL Teacher Resource, page(s) 11</a>
				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 listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	(iii) learn basic vocabulary heard during classroom instruction and interactions	T: K-12 S: 6-12	Student/T teacher	9781531129729 9781531149567	14	Connections ELL Teacher Resource: General Expressions For the Classroom	<a href="#">Connections ELL Teacher Resource, page(s) 14</a>
				Student/T teacher	9781531129682 9781531149560	384	Connections ELA Student Edition : Roundtable Discussion	<a href="#">Connections ELA Student Edition page(s) 384</a>

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				Student/Teacher				
				Teacher Only	9781531129729 9781531149567	10	Connections ELL Teacher Resource: Modeling	<a href="#">Connections ELL Teacher Resource, page(s) 10</a>
				Teacher Only	9781531129729 9781531149567	10	Connections ELL Teacher Resource: Language rich Environment	<a href="#">Connections ELL Teacher Resource, page(s) 10</a>
				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 listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	(iv) learn academic vocabulary heard during classroom instruction and interactions	T: K-12 S: 6-12	Student/Teacher	9781531129729 9781531149567	14	Connections ELL Teacher Resource: General Expressions For the Classroom	<a href="#">Connections ELL Teacher Resource, page(s) 14</a>
				Student/Teacher	9781531129682 9781531149550	384	Connections ELA Student Edition : Roundtable Discussion	<a href="#">Connections ELA Student Edition page(s) 384</a>
				Student/Teacher				
				Teacher Only	9781531129729 9781531149567	10	Connections Teacher Wraparound Edition: Preview Vocabulary: 10.2.A	<a href="#">Connections Teacher Wraparound Edition, page(s) 10</a>
				Teacher Only	9781531129729 9781531149567	133	Connections Teacher Wraparound Edition: Preview Vocabulary: 10.2.A	<a href="#">Connections Teacher Wraparound Edition, page(s) 133</a>
				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 listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(D) monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed	(i) monitor understanding of spoken language during classroom instruction and interactions	T: K-12	Student/Teacher	9781531129682 9781531149550	18	Connections ELA Student Edition : Speak and Listen	<a href="#">Connections ELA Student Edition page(s) 18</a>
				Student/Teacher	9781531129682 9781531149550	33	Connections ELA Student Edition : Speak and Listen	<a href="#">Connections ELA Student Edition page(s) 33</a>
				Student/Teacher				
				Teacher Only	9781531129729 9781531149567	23	Connections ELL Teacher Resource: Support for Teaching ELLs in Connections: Informal Assessment	<a href="#">Connections ELL Teacher Resource, page(s) 23</a>
				Teacher Only	9781531129729 9781531149567	20	Connections ELL Teacher Resource: Support for Teaching ELLs in Connections: Questioning	<a href="#">Connections ELL Teacher Resource, page(s) 20</a>
				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 listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(D) monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed	(ii) seek clarification [of spoken language] as needed	T: K-12 S: 6-12	Student/Teacher	9781531129682 9781531149550	355	Connections ELA Student Edition : First Peer Review	<a href="#">Connections ELA Student Edition page(s) 355</a>
				Student/Teacher	9781531129682 9781531149550	320	Connections ELA Student Edition : Speak and Listen	<a href="#">Connections ELA Student Edition page(s) 320</a>
				Student/Teacher				
				Teacher Only	9781531129729 9781531149567	32	Connections Teacher Wraparound Edition: ELL Support Speak and Listen	<a href="#">Connections Teacher Wraparound Edition, page(s) 32</a>
				Teacher Only	9781531129729 9781531149567	320	Connections Teacher Wraparound Edition: Speak and Listen 10.1.C, 10.5.H, 10.5.J	<a href="#">Connections Teacher Wraparound Edition, page(s) 320</a>
				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 listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(E) use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language	(i) use visual support to enhance and confirm understanding of increasingly complex and elaborated spoken language	NA	NA	NA	NA	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-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(E) use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language	(ii) use contextual support to enhance and confirm understanding of increasingly complex and elaborated spoken language	NA	NA	NA	NA	NA	NA
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(E) use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language	(iii) use linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language	T: K-12 S: 6-12	Student/Teacher	9781531129729 9781531149567	14	Connections ELL Teacher Resource: General Expressions for the Classroom	<a href="#">Connections ELL Teacher Resource, page(s) 14</a>
				Student/Teacher	9781531135096 9781531149536	525	Connections Writing & Language Student Edition: Respond Appropriately	<a href="#">Connections Writing &amp; Language Student Edition page(s) 525</a>
				Student/Teacher				
				Teacher Only	9781531129729 9781531149567	18	Connections ELL Teacher Resource: Support for Teaching ELLs in Connections: Teaching Vocabulary	<a href="#">Connections ELL Teacher Resource, page(s) 18</a>
				Teacher Only	9781531129729 9781531149567	20	Connections ELL Teacher Resource: Support for Teaching ELLs in Connections: Teaching Reading Passages Preview the Text	<a href="#">Connections ELL Teacher Resource, page(s) 20</a>
				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 listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(F) listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment	(i) listen to and derive meaning from a variety of media to build and reinforce concept attainment	NA	NA	NA	NA	NA	NA
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(F) listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment	(ii) listen to and derive meaning from a variety of media to build and reinforce language attainment	NA	NA	NA	NA	NA	NA
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar	(i) understand the general meaning of spoken language ranging from situations in which topics are familiar to unfamiliar	NA	NA	NA	NA	NA	NA

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(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar.	(ii) understand the general meaning 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-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar.	(iii) understand the general meaning of spoken language ranging from situations in which contexts are familiar to unfamiliar.	NA	NA	NA	NA	NA	NA
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(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar.	(v) understand the main points 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-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar.	(vi) understand the main points of spoken language ranging from situations in which contexts are familiar to unfamiliar.	NA	NA	NA	NA	NA	NA
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar.	(vi) understand the important details of spoken language ranging from situations in which topics are familiar to unfamiliar.	NA	NA	NA	NA	NA	NA

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(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar.	(ix) understand the important details of spoken language ranging from situations in which contexts are familiar to unfamiliar.	NA	NA	NA	NA	NA	NA
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(H) understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations	(i) understand implicit ideas in increasingly complex spoken language commensurate with grade-level learning expectations	NA	NA	NA	NA	NA	NA
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(H) understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations	(ii) understand information in increasingly complex spoken language commensurate with grade-level learning expectations	NA	NA	NA	NA	NA	NA
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(i) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs	(i) demonstrate listening comprehension of increasingly complex spoken English by following directions commensurate with content and grade-level needs	NA	NA	NA	NA	NA	NA
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(i) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs	(ii) demonstrate listening comprehension of increasingly complex spoken English by retelling or summarizing spoken messages commensurate with content and grade-level needs	NA	NA	NA	NA	NA	NA



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<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(i) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs</p>	<p>(iii) demonstrate listening comprehension of increasingly complex spoken English by responding to questions and requests commensurate with content and grade-level needs</p>	<p>T: K-12 S: 6-12</p>	Student/Teacher	9781531129682 9781531149550	182	Connections ELA Student Edition : Third Read Evaluating an Argument	<a href="#">Connections ELA Student Edition page(s) 182</a>
				Student/Teacher	9781531129729 9781531149567	14	Connections ELL Teacher Resource: General Expressions for the Classroom	<a href="#">Connections ELL Teacher Resource, page(s) 14</a>
				Student/Teacher				
				Teacher Only	9781531129729 9781531149567	127	Connections Teacher Wraparound Edition: ELL Support: Speak and Listen	<a href="#">Connections Teacher Wraparound Edition, page(s) 127</a>
				Teacher Only	9781531129729 9781531149567	142	Connections Teacher Wraparound Edition: ELL Support: Speak and Listen	<a href="#">Connections Teacher Wraparound Edition, page(s) 142</a>
				Teacher Only				
<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(i) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs</p>	<p>(iv) demonstrate listening comprehension of increasingly complex spoken English by collaborating with peers commensurate with content and grade-level needs</p>	<p>T: K-12</p>	Student/Teacher	9781531129682 9781531149550	16	Connections ELA Student Edition : Speak and Listen	<a href="#">Connections ELA Student Edition page(s) 16</a>
				Student/Teacher	9781531129682 9781531149550	49	Connections ELA Student Edition : Speak and Listen	<a href="#">Connections ELA Student Edition page(s) 49</a>
				Student/Teacher				
				Teacher Only	9781531129729 9781531149567	11	Connections ELL Teacher Resource: Jigsaw Technique	<a href="#">Connections ELL Teacher Resource, page(s) 11</a>
				Teacher Only	9781531129729 9781531149567	9	Connections ELL Teacher Resource: Using Multilevel Groups Multilevel/Heterogeneous Groups	<a href="#">Connections ELL Teacher Resource, page(s) 9</a>
				Teacher Only				
<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(i) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs</p>	<p>(v) demonstrate listening comprehension of increasingly complex spoken English by taking notes commensurate with content and grade-level needs</p>	<p>T: K-12 S: 6-12</p>	Student/Teacher	9781531129682 9781531149550	105	Connections ELA Student Edition : First Peer Review	<a href="#">Connections ELA Student Edition page(s) 105</a>
				Student/Teacher	9781531129682 9781531149550	217	Connections ELA Student Edition : Lincoln-Douglas Debate 6.	<a href="#">Connections ELA Student Edition page(s) 217</a>
				Student/Teacher				
				Teacher Only	9781531129729 9781531149567	55	Connections ELL Teacher Resource: Support for Teaching ELLs in Connections: Graphic Organizer	<a href="#">Connections ELL Teacher Resource, page(s) 55</a>
				Teacher Only	9781531129729 9781531149567	232	Connections Teacher Wraparound Edition: Peer Review: 10.1.A, 10.1.C, 10.1.D, 10.5.F, 10.5.J	<a href="#">Connections Teacher Wraparound Edition, page(s) 232</a>
				Teacher Only				
<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(A) practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible</p>	<p>(i) practice producing sounds of newly acquired vocabulary to pronounce English words in a manner that is increasingly comprehensible</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>

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(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(B) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication	(ii) expand and internalize initial English vocabulary by retelling simple stories and basic information represented or supported by pictures	T: K-12 S: 6-12	Student/Teacher	9781531129682 9781531149550	423	Connections ELA Student Edition : Pictorial Presentation	<a href="#">Connections ELA Student Edition page(s) 423</a>
				Student/Teacher	9781531129682 9781531149550	20	Connections ELA Student Edition : Pictorial Presentation	<a href="#">Connections ELA Student Edition page(s) 20</a>
				Student/Teacher				
				Teacher Only	9781531129729 9781531149567	18	Connections ELL Teacher Resource: Support for Teaching ELLs in Connections: Teaching Vocabulary	<a href="#">Connections ELL Teacher Resource, page(s) 18</a>
				Teacher Only	9781531135096 9781531149536	503-504	Connections Writing & Language Student Edition: Varieties of English Dialects	<a href="#">Connections Writing &amp; Language Student Edition page(s) 503-504</a>
				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 (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(B) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication	(iii) expand and internalize initial English vocabulary by learning and using routine language needed for classroom communication	T: K-12 S: 6-12	Student/Teacher	9781531129729 9781531149567	14	Connections ELL Teacher Resource: General Expressions For the Classroom	<a href="#">Connections ELL Teacher Resource, page(s) 14</a>
				Student/Teacher	9781531129682 9781531149550	185	Connections ELA Student Edition : Language: Using Transitions	<a href="#">Connections ELA Student Edition page(s) 185</a>
				Student/Teacher				
				Teacher Only	9781531129729 9781531149567	18	Connections ELL Teacher Resource: Teaching Vocabulary	<a href="#">Connections ELL Teacher Resource, page(s) 18</a>
				Teacher Only	9781531129729 9781531149567	19	Connections ELL Teacher Resource: Support for Teaching ELLs in Connections Word Web	<a href="#">Connections ELL Teacher Resource, page(s) 19</a>
				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 (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired	(i) speak using a variety of grammatical structures with increasing accuracy and ease as more English is acquired	NA	NA	NA	NA	NA	NA

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(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired	(iii) speak using a variety of sentence types with increasing accuracy and ease 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 fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired	(iv) speak using a variety of connecting words with increasing accuracy and ease as more English is acquired	T: K-12 S: 6-12	Student/Teacher	9781531129682 9781531149550	33	Connections ELA Student Edition : Speak and Listen	<a href="#">Connections ELA Student Edition page(s) 33</a>
				Student/Teacher	9781531129682 9781531149550	44	Connections ELA Student Edition : Speak and Listen	<a href="#">Connections ELA Student Edition page(s) 44</a>
				Student/Teacher				
				Teacher Only	9781531129729 9781531149567	10	Connections ELL Teacher Resource: More Ideas for Sheltering Instruction Corrective Feedback	<a href="#">Connections ELL Teacher Resource, page(s) 10</a>
				Teacher Only	9781531129729 9781531149567	11	Connections ELL Teacher Resource: Connections and English Language Learners Think-Pair Share (TPS)	<a href="#">Connections ELL Teacher Resource, page(s) 11</a>
				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 (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(D) speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency	(i) speak using grade-level content area vocabulary in context to internalize new English words	T: K-12 S: 6-12	Student/Teacher	9781531129682 9781531149550	320	Connections ELA Student Edition : Speak and Listen	<a href="#">Connections ELA Student Edition page(s) 320</a>
				Student/Teacher	9781531129682 9781531149550	337	Connections ELA Student Edition : Speak and Listen	<a href="#">Connections ELA Student Edition page(s) 337</a>
				Student/Teacher				
				Teacher Only	9781531129729 9781531149567	355	Connections Teacher Wraparound Edition: ELL Support: Peer Review	<a href="#">Connections Teacher Wraparound Edition, page(s) 355</a>
				Teacher Only	9781531129729 9781531149567	249	Connections Teacher Wraparound Edition: Speak and Listen	<a href="#">Connections Teacher Wraparound Edition, page(s) 249</a>
				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		
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(D) speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency	(i) speak using grade-level content area vocabulary in context to build academic language proficiency	T: K-12 S: 6-12	Student/Teacher	9781531129682 9781531149550	46	Connections ELA Student Edition : Speak and Listen	<a href="#">Connections ELA Student Edition page(s) 46</a>		
				Student/Teacher	9781531129682 9781531149550	49	Connections ELA Student Edition : Speak and Listen	<a href="#">Connections ELA Student Edition page(s) 49</a>		
				Student/Teacher						
				Teacher Only	9781531129729 9781531149567	46	Connections Teacher Wraparound Edition: ELL Support: Speak and Listen	<a href="#">Connections Teacher Wraparound Edition, page(s) 46</a>		
				Teacher Only	9781531129729 9781531149567	49	Connections Teacher Wraparound Edition: ELL Support: Speak and Listen	<a href="#">Connections Teacher Wraparound Edition, page(s) 49</a>		
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(E) share information in cooperative learning interactions	(i) share information in cooperative learning interactions	T: K-12 S: 6-12	Student/Teacher	9781531135096 9781531149536	545	Connections Writing & Language Student Edition: Try it Out: Collaboration and Decision Making Four Corners Debate	<a href="#">Connections Writing &amp; Language Student Edition page(s) 545</a>		
				Student/Teacher	9781531129729 9781531149567	49	Connections Teacher Wraparound Edition: Speak and Listen	<a href="#">Connections Teacher Wraparound Edition, page(s) 49</a>		
				Student/Teacher						
				Teacher Only	9781531135096 9781531149536	537-539	Connections Writing & Language Student Edition: Communicating and Collaborating in Groups	<a href="#">Connections Writing &amp; Language Student Edition page(s) 537-539</a>		
				Teacher Only	9781531135096 9781531149536	540-541	Connections Writing & Language Student Edition: Guidelines for Effective Collaboration	<a href="#">Connections Writing &amp; Language Student Edition page(s) 540-541</a>		
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(F) ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments	(i) ask [or] information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments	T: K-12 S: 6-12	Student/Teacher	9781531129729 9781531149567	14	Connections ELL Teacher Resource: General Expressions for the Classroom	<a href="#">Connections ELL Teacher Resource, page(s) 14</a>		
				Student/Teacher	9781531135096 9781531149536	538	Connections Writing & Language Student Edition: Collaborating Effectively Chart Verbal Cues	<a href="#">Connections Writing &amp; Language Student Edition page(s) 538</a>		
				Student/Teacher						
				Teacher Only	9781531129729 9781531149567	124	Connections Teacher Wraparound Edition: Lesson Support Speak and Listen	<a href="#">Connections Teacher Wraparound Edition, page(s) 124</a>		
				Teacher Only	9781531129729 9781531149567	126	Connections Teacher Wraparound Edition: Lesson Support Speak and Listen	<a href="#">Connections Teacher Wraparound Edition, page(s) 126</a>		
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(F) ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments	(ii) give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments	T: K-12 S: 6-12	Student/Teacher	9781531129729 9781531149567	116	Connections ELA Student Edition : Preview Concepts, first paragraph	<a href="#">Connections ELA Student Edition page(s) 116</a>		
				Student/Teacher	9781531129729 9781531149567	34	Connections ELL Teacher Resource: Student Handout Sentence Frames for Chapter 13, Speak and Listen and Write	<a href="#">Connections ELL Teacher Resource, page(s) 34</a>		
				Student/Teacher						
				Student/Teacher						
				Student/Teacher						

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	<a href="#">Connections Teacher Wraparound Edition, page(s) 124</a>
				Teacher Only	9781531129729 9781531149567	126	Connections Teacher Wraparound Edition: Lesson Support Speak and Listen	<a href="#">Connections Teacher Wraparound Edition, page(s) 126</a>
				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 (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(G) express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	(i) express opinions ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	T: K-12	Student/Teacher	9781531129682 9781531149550	25	Connections ELA Student Edition : Making Connections ELA	<a href="#">Connections ELA Student Edition page(s) 25</a>
				Student/Teacher	9781531129682 9781531149550	44	Connections ELA Student Edition : Speak and Listen	<a href="#">Connections ELA Student Edition page(s) 44</a>
				Student/Teacher				
				Teacher Only	9781531129729 9781531149567	91	Connections Teacher Wraparound Edition: Focus on Evaluating the Effects of Word Choice	<a href="#">Connections Teacher Wraparound Edition, page(s) 91</a>
				Teacher Only	9781531129729 9781531149567	227	Connections Teacher Wraparound Edition: Generate Ideas	<a href="#">Connections Teacher Wraparound Edition, page(s) 227</a>
				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 (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(G) express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	(ii) express ideas ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	T: K-12	Student/Teacher	9781531129682 9781531149550	227	Connections ELA Student Edition : Generate Ideas	<a href="#">Connections ELA Student Edition page(s) 227</a>
				Student/Teacher	9781531129682 9781531149550	255	Connections ELA Student Edition : Write	<a href="#">Connections ELA Student Edition page(s) 255</a>
				Student/Teacher				
				Teacher Only	9781531129729 9781531149567	227	Connections Teacher Wraparound Edition: ELL Support: Generate Ideas	<a href="#">Connections Teacher Wraparound Edition, page(s) 227</a>
				Teacher Only	9781531129729 9781531149567	11	Connections ELL Teacher Resource: Think Pair Share	<a href="#">Connections ELL Teacher Resource, page(s) 11</a>
				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 (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(G) express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	(iii) express feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	NA	NA	NA	NA	NA	NA
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(H) narrate, describe, and explain with increasing specificity and detail as more English is acquired	(i) narrate with increasing specificity and detail as more English is acquired	NA	NA	NA	NA	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 (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(H) narrate, describe, and explain with increasing specificity and detail as more English is acquired	(i) 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 fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(H) narrate, describe, and explain with increasing specificity and detail as more English is acquired	(iii) explain with increasing specificity and detail as more English is acquired	T: K-12 S: 6-12	Student/Teacher	9781531129682 9781531149550	18	Connections ELA Student Edition : Language: Writing Complete Sentences	<a href="#">Connections ELA Student Edition page(s) 18</a>
				Student/Teacher	9781531129682 9781531149550	128	Connections ELA Student Edition : Write	<a href="#">Connections ELA Student Edition page(s) 128</a>
				Student/Teacher				
				Teacher Only	9781531129729 9781531149567	116	Connections Teacher Wraparound Edition: ELL Support: Preview Academic Vocabulary	<a href="#">Connections Teacher Wraparound Edition, page(s) 116</a>
				Teacher Only	9781531129729 9781531149567	128	Connections Teacher Wraparound Edition: ELL Support: Write	<a href="#">Connections Teacher Wraparound Edition, page(s) 128</a>
				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 (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(I) adapt spoken language appropriately for formal and informal purposes	(I) adapt spoken language appropriately for formal purposes	NA	NA	NA	NA	NA	NA
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(I) adapt spoken language appropriately for formal and informal purposes	(II) adapt spoken language appropriately for informal purposes	NA	NA	NA	NA	NA	NA
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(J) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment	(I) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept attainment	NA	NA	NA	NA	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 (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(j) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment	(i) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce language attainment	NA	NA	NA	NA	NA	NA
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(A) learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots and base words	(i) learn relationships between sounds and letters of the English language	NA	NA	NA	NA	NA	NA
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(A) learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots and base words	(ii) decode (sound out) words using a combination of skills	NA	NA	NA	NA	NA	NA
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(B) recognize directionality of English reading such as left to right and top to bottom	(i) recognize directionality of English reading	NA	NA	NA	NA	NA	NA
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials	(i) develop basic sight vocabulary used routinely in written classroom materials	T: K-12 S: 6-12	Student/Teacher	9781531135096 9781531149536	508	Connections Writing & Language Student Edition: Root Words Chart	<a href="#">Connections Writing &amp; Language Student Edition page(s) 508</a>
				Student/Teacher	9781531129729 9781531149567	14	Connections ELL Teacher Resource: General Expressions For the Classroom	<a href="#">Connections ELL Teacher Resource page(s) 14</a>
				Student/Teacher				
				Teacher Only	9781531129729 9781531149567	18	Connections ELL Teacher Resource: Support for Teaching ELLs in Connections Teaching Vocabulary	<a href="#">Connections ELL Teacher Resource page(s) 18</a>
				Teacher Only	9781531129729 9781531149567	19	Connections ELL Teacher Resource: Support for Teaching ELLs in Connections Vocabulary flashcards	<a href="#">Connections ELL Teacher Resource page(s) 19</a>
				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 level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials	(ii) derive meaning of environmental print	T: K-12 S: 6-12	Student/Teacher	9781531129729 9781531149567	16	Connections ELL Teacher Resource: Teaching Closed Reading Advertisement Activity	<a href="#">Connections ELL Teacher Resource, page(s) 16</a>		
				Student/Teacher	9781531129729 9781531149567	17	Connections ELL Teacher Resource: Teaching Closed Reading Advertisement Activity	<a href="#">Connections ELL Teacher Resource, page(s) 17</a>		
				Student/Teacher						
				Teacher Only	9781531129729 9781531149567	16	Connections ELL Teacher Resource: Teaching Closed Reading Advertisement Activity	<a href="#">Connections ELL Teacher Resource, page(s) 16</a>		
				Teacher Only	9781531129729 9781531149567	17	Connections ELL Teacher Resource: Teaching Closed Reading Advertisement Activity	<a href="#">Connections ELL Teacher Resource, page(s) 17</a>		
				Teacher Only						
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials	(iii) comprehend English vocabulary used routinely in written classroom materials	T: K-12 S: 6-12	Student/Teacher	9781531135096 9781531149536	505	Connections Writing & Language Student Edition: Context Clues	<a href="#">Connections Writing &amp; Language Student Edition page(s) 505</a>		
				Student/Teacher	9781531135096 9781531149536	508	Connections Writing & Language Student Edition: Root Words	<a href="#">Connections Writing &amp; Language Student Edition page(s) 508</a>		
				Student/Teacher						
				Teacher Only	9781531129729 9781531149567	18	Connections ELL Teacher Resource: Teaching Vocabulary	<a href="#">Connections ELL Teacher Resource, page(s) 18</a>		
				Teacher Only	9781531129729 9781531149567	14	Connections ELL Teacher Resource: General Expressions for the Classroom	<a href="#">Connections ELL Teacher Resource, page(s) 14</a>		
				Teacher Only						
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials	(iv) comprehend English language structures used routinely in written classroom materials	T: K-12 S: 6-12	Student/Teacher	9781531135096 9781531149536	509	Connections Writing & Language Student Edition: Prefixes	<a href="#">Connections Writing &amp; Language Student Edition page(s) 509</a>		
				Student/Teacher	9781531135096 9781531149536	509-510	Connections Writing & Language Student Edition: Common Suffixes	<a href="#">Connections Writing &amp; Language Student Edition page(s) 509-510</a>		
				Student/Teacher						
				Teacher Only	9781531129729 9781531149567	19	Connections ELL Teacher Resource: Word Web	<a href="#">Connections ELL Teacher Resource, page(s) 19</a>		
				Teacher Only	9781531129729 9781531149567	21	Connections ELL Teacher Resource: Graphic organizers	<a href="#">Connections ELL Teacher Resource, page(s) 21</a>		
				Teacher Only						
				Teacher Only						
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(D) use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text	(i) use prereading supports to enhance comprehension of written text	T: K-12 S: 6-12	Student/Teacher	9781531129682 9781531149550	17	Connections ELA Student Edition : graphic organizer	<a href="#">Connections ELA Student Edition page(s) 17</a>		



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	<a href="#">Connections ELA Student Edition page(s) 29</a>
				Student/Teacher				
				Teacher Only	9781531129729 9781531149567	19	Connections ELL Teacher Resource: Word Web	<a href="#">Connections ELL Teacher Resource, page(s) 19</a>
				Teacher Only	9781531129729 9781531149567	21	Connections ELL Teacher Resource: Graphic organizers	<a href="#">Connections ELL Teacher Resource, page(s) 21</a>
				Teacher Only				
				Teacher Only				
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(E) read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned	(I) read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned	T: K-12	Student/Teacher	9781531135096 9781531149536	484	Connections Writing & Language Student Edition: First Read Understand Key Ideas	<a href="#">Connections Writing &amp; Language Student Edition page(s) 484</a>
				Student/Teacher	9781531135096 9781531149536	486	Connections Writing & Language Student Edition: Annotating a Text	<a href="#">Connections Writing &amp; Language Student Edition page(s) 486</a>
				Student/Teacher				
				Teacher Only	9781531129729 9781531149567	20	Connections ELL Teacher Resource: Questioning	<a href="#">Connections ELL Teacher Resource, page(s) 20</a>
				Teacher Only	9781531129729 9781531149567	15	Connections ELL Teacher Resource: Support for Teaching ELLs in Connections Teaching Close Reading	<a href="#">Connections ELL Teacher Resource, page(s) 15</a>
				Teacher Only				
				Teacher Only				
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	(I) use visual and contextual support to read grade-appropriate content area text	T: K-12 S: 6-12	Student/Teacher	9781531135096 9781531149536	484	Connections Writing & Language Student Edition: First Read Understand Key Ideas	<a href="#">Connections Writing &amp; Language Student Edition page(s) 484</a>
				Student/Teacher	9781531135096 9781531149536	495-496	Connections Writing & Language Student Edition: Metacognitive Skills	<a href="#">Connections Writing &amp; Language Student Edition page(s) 495-496</a>
				Student/Teacher				
				Teacher Only	9781531135096 9781531149536	479	Connections Writing & Language Student Edition: Text Structure	<a href="#">Connections Writing &amp; Language Student Edition page(s) 479</a>
				Teacher Only	9781531129729 9781531149567	40	Connections Teacher Wraparound Edition: Lesson Support Preview Vocabulary	<a href="#">Connections Teacher Wraparound Edition, page(s) 40</a>
				Teacher Only				
				Teacher Only				
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	(II) use visual and contextual support to enhance and confirm understanding	T: K-12 S: 6-12	Student/Teacher	9781531135096 9781531149536	505	Connections Writing & Language Student Edition: Context Clues Chart	<a href="#">Connections Writing &amp; Language Student Edition page(s) 505</a>
				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	<a href="#">Connections Writing &amp; Language Student Edition page(s) 493</a>
				Student/Teacher				
				Teacher Only	9781531129729 9781531149567	21	Connections ELL Teacher Resource: Annotate	<a href="#">Connections ELL Teacher Resource, page(s) 21</a>
				Teacher Only	9781531129729 9781531149567	15	Connections ELL Teacher Resource: Support for Teaching ELL's in Connections Teaching Close Reading	<a href="#">Connections ELL Teacher Resource, page(s) 15</a>
				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				
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(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</p>	<p>(iii) use visual and contextual support to develop vocabulary needed to comprehend increasingly challenging language</p>	<p>T: K-12 S: 6-12</p>	<p>Student/Teacher</p>	<p>9781531129682 9781531149550</p>	<p>170</p>	<p>Connections ELA Student Edition : Digital Collection of Aphorisms</p>	<p><a href="#">Connections ELA Student Edition page(s) 170</a></p>				
					<p>9781531129682 9781531149550</p>	<p>96</p>	<p>Connections ELA Student Edition : Travel Brochure</p>	<p><a href="#">Connections ELA Student Edition page(s) 96</a></p>				
					<p>9781531129729 9781531149567</p>	<p>170</p>	<p>Connections Teacher Wraparound Edition: ELL Support: Project-Based Assessment-Digital Collection of Aphorisms</p>	<p><a href="#">Connections Teacher Wraparound Edition, page(s) 170</a></p>				
					<p>9781531129729 9781531149567</p>	<p>96</p>	<p>Connections Teacher Wraparound Edition: ELL Support Project-Based Assessment-Travel Brochure</p>	<p><a href="#">Connections Teacher Wraparound Edition, page(s) 96</a></p>				
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(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</p>	<p>(iv) use visual and contextual support to develop grasp of language structures needed to comprehend increasingly challenging language</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>				
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(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</p>	<p>(iv) use visual and contextual support to develop background knowledge needed to comprehend increasingly challenging language</p>	<p>T: K-12 S: 6-12</p>	<p>Student/Teacher</p>	<p>9781531135096 9781531149536</p>	<p>505</p>	<p>Connections Writing &amp; Language Student Edition: Context Clues Chart</p>	<p><a href="#">Connections Writing &amp; Language Student Edition page(s) 505</a></p>				
					<p>9781531129682 9781531149550</p>	<p>91</p>	<p>Connections ELA Student Edition : Focus on Evaluating the Effects of Word Choice</p>	<p><a href="#">Connections ELA Student Edition page(s) 91</a></p>				
					<p>9781531129729 9781531149567</p>	<p>21</p>	<p>Connections ELL Teacher Resource: Support for Teaching ELL's in Connections Graphic Organizers</p>	<p><a href="#">Connections ELL Teacher Resource, page(s) 21</a></p>				
					<p>9781531129729 9781531149567</p>	<p>21</p>	<p>Connections ELL Teacher Resource: Support for Teaching ELL's in Connections Visual Aids</p>	<p><a href="#">Connections ELL Teacher Resource, page(s) 21</a></p>				
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(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</p>	<p>(iv) use support from peers and teachers to read grade-appropriate content area text</p>	<p>T: K-12 S: 6-12</p>	<p>Student/Teacher</p>	<p>9781531129682 9781531149550</p>	<p>105</p>	<p>Connections ELA Student Edition : First Peer Review</p>	<p><a href="#">Connections ELA Student Edition page(s) 105</a></p>				
					<p>9781531129682 9781531149550</p>	<p>124</p>	<p>Connections ELA Student Edition : Speak and Listen</p>	<p><a href="#">Connections ELA Student Edition page(s) 124</a></p>				
					<p>9781531129729 9781531149567</p>	<p>105</p>	<p>Connections Teacher Wraparound Edition: First Peer Review</p>	<p><a href="#">Connections Teacher Wraparound Edition, page(s) 105</a></p>				
					<p>9781531129729 9781531149567</p>	<p>124</p>	<p>Connections Teacher Wraparound Edition: Speak and Listen:</p>	<p><a href="#">Connections Teacher Wraparound Edition, page(s) 124</a></p>				

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
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(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</p>	<p>(vi) use support from peers and teachers to enhance and confirm understanding</p>	<p>T: K-12 S: 6-12</p>	<p>Student/Teacher</p>	<p>9781531129682 9781531149550</p>	105	<p>Connections ELA Student Edition : First Peer Review</p>	<p><a href="#">Connections ELA Student Edition page(s) 105</a></p>
					<p>9781531129682 9781531149550</p>	124	<p>Connections ELA Student Edition : Speak and Listen</p>	<p><a href="#">Connections ELA Student Edition page(s) 124</a></p>
					<p>9781531129729 9781531149567</p>	11	<p>Connections ELL Teacher Resource: Jigsaw Technique</p>	<p><a href="#">Connections ELL Teacher Resource page(s) 11</a></p>
					<p>9781531129729 9781531149567</p>	124	<p>Connections Teacher Wraparound Edition: ELL Support: Speak and Listen:</p>	<p><a href="#">Connections Teacher Wraparound Edition page(s) 124</a></p>
					<p>9781531129729 9781531149567</p>			
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(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</p>	<p>(vii) use support from peers and teachers to develop vocabulary needed to comprehend increasingly challenging language</p>	<p>T: K-12 S: 6-12</p>	<p>Student/Teacher</p>	<p>9781531129682 9781531149550</p>	105	<p>Connections ELA Student Edition : First Peer Review</p>	<p><a href="#">Connections ELA Student Edition page(s) 105</a></p>
					<p>9781531129682 9781531149550</p>	124	<p>Connections ELA Student Edition : Speak and Listen</p>	<p><a href="#">Connections ELA Student Edition page(s) 124</a></p>
					<p>9781531129729 9781531149567</p>	11	<p>Connections ELL Teacher Resource: Jigsaw Technique</p>	<p><a href="#">Connections ELL Teacher Resource page(s) 11</a></p>
					<p>9781531129729 9781531149567</p>	124	<p>Connections Teacher Wraparound Edition: ELL Support: Speak and Listen:</p>	<p><a href="#">Connections Teacher Wraparound Edition page(s) 124</a></p>
					<p>9781531129729 9781531149567</p>			
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(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</p>	<p>(iv) use support from peers and teachers to develop grasp of language structures needed to comprehend increasingly challenging language</p>	<p>T: K-12 S: 6-12</p>	<p>Student/Teacher</p>	<p>9781531129729 9781531149567</p>	62	<p>Connections ELL Teacher Resource: Text Structures Graphic Organizers</p>	<p><a href="#">Connections ELL Teacher Resource page(s) 62</a></p>
					<p>9781531129729 9781531149567</p>	64	<p>Connections ELL Teacher Resource: Text Structures Graphic Organizers</p>	<p><a href="#">Connections ELL Teacher Resource page(s) 64</a></p>
					<p>9781531129729 9781531149567</p>	464	<p>Connections Teacher Wraparound Edition: ELL Lesson Support Speak and Listen</p>	<p><a href="#">Connections Teacher Wraparound Edition page(s) 464</a></p>
					<p>9781531129729 9781531149567</p>	489	<p>Connections Teacher Wraparound Edition: ELL Support: Project-Based Assessments-Comparing and Contrasting Characters</p>	<p><a href="#">Connections Teacher Wraparound Edition page(s) 489</a></p>
					<p>9781531129729 9781531149567</p>			
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(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</p>	<p>(v) use support from peers and teachers to develop background knowledge needed to comprehend increasingly challenging language</p>	<p>T: K-12 S: 6-12</p>	<p>Student/Teacher</p>	<p>9781531129729 9781531149567</p>	50	<p>Connections ELL Teacher Resource: Graphic Organizers Frayer Model</p>	<p><a href="#">Connections ELL Teacher Resource page(s) 50</a></p>
					<p>9781531129729 9781531149567</p>			

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				Student/Teacher	9781531129682 9781531149550	224	Connections ELA Student Edition : The Writing Process Brainstorm	<a href="#">Connections ELA Student Edition page(s) 224</a>
				Student/Teacher				
				Teacher Only	9781531129729 9781531149567	472	Connections Teacher Wraparound Edition: ELL Support: First Read	<a href="#">Connections Teacher Wraparound Edition, page(s) 472</a>
				Teacher Only	9781531129729 9781531149567	437	Connections Teacher Wraparound Edition: ELL Support: Focus on Defining Key Terms	<a href="#">Connections Teacher Wraparound Edition, page(s) 437</a>
				Teacher Only				
				Teacher Only				
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(G) demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs	(i) demonstrate comprehension of increasingly complex English by participating in shared reading commensurate with content area and grade level needs	NA	NA	NA	NA	NA	NA
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(G) demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs	(ii) demonstrate comprehension of increasingly complex English by retelling or summarizing material commensurate with content area and grade level needs	T: K-12 S: 6-12	Student/Teacher	9781531135096 9781531149536	498	Connections Writing & Language Student Edition: Summarizing	<a href="#">Connections Writing &amp; Language Student Edition page(s) 498</a>
				Student/Teacher	9781531135096 9781531149536	525	Connections Writing & Language Student Edition: Summarize what you heard	<a href="#">Connections Writing &amp; Language Student Edition page(s) 525</a>
				Student/Teacher				
				Teacher Only	9781531129729 9781531149567	460	Connections Teacher Wraparound Edition: ELL Support: Focus on Analyzing Organization	<a href="#">Connections Teacher Wraparound Edition, page(s) 460</a>
				Teacher Only	9781531129729 9781531149567	392	Connections Teacher Wraparound Edition: ELL Support: First Read	<a href="#">Connections Teacher Wraparound Edition, page(s) 392</a>
				Teacher Only				
				Teacher Only				
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(G) demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs	(iii) demonstrate comprehension of increasingly complex English by responding to questions commensurate with content area and grade level needs	T: K-12 S: 6-12	Student/Teacher	9781531129729 9781531149567	52	Connections ELL Teacher Resource: Graphic Organizers Main Idea and Supporting Details	<a href="#">Connections ELL Teacher Resource, page(s) 52</a>
				Student/Teacher	9781531129729 9781531149567	46	Connections ELL Teacher Resource: Chapter 6 Write Sentence Frames	<a href="#">Connections ELL Teacher Resource, page(s) 46</a>
				Student/Teacher				
				Teacher Only	9781531129729 9781531149567	21	Connections Teacher Wraparound Edition: ELL Support: Project-Based Assessment Literary Analysis	<a href="#">Connections Teacher Wraparound Edition, page(s) 21</a>
				Teacher Only	9781531129729 9781531149567	234	Connections Teacher Wraparound Edition: ELL Support: Practice Performance Task	<a href="#">Connections Teacher Wraparound Edition, page(s) 234</a>
				Teacher Only				
				Teacher Only				
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(G) demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs	(iv) demonstrate comprehension of increasingly complex English by taking notes commensurate with content area and grade level needs	T: K-12 S: 6-12	Student/Teacher	9781531129729 9781531149567	55	Connections ELL Teacher Resource: Graphic Organizers Taking Notes	<a href="#">Connections ELL Teacher Resource, page(s) 55</a>

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	9781531129729 9781531149567	496	Connections ELA Student Edition - Conduct Research, Second paragraph	<a href="#">Connections ELA Student Edition page(s) 496</a>
				Student/Teacher				
				Teacher Only	9781531129729 9781531149567	21	Connections ELL Teacher Resource: Annotate	<a href="#">Connections ELL Teacher Resource, page(s) 21</a>
				Teacher Only	9781531129729 9781531149567	234	Connections Teacher Wraparound Edition: ELL Support: Practice Performance Task	<a href="#">Connections Teacher Wraparound Edition, page(s) 234</a>
				Teacher Only				
				Teacher Only				
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(H) read silently with increasing ease and comprehension for longer periods	(i) read silently with increasing ease for longer periods	NA	NA	NA	NA	NA	NA
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(H) read silently with increasing ease and comprehension for longer periods	(ii) read silently with increasing comprehension for longer periods	NA	NA	NA	NA	NA	NA
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(I) demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text and distinguishing main ideas from details commensurate with content area needs	(i) demonstrate English comprehension by employing basic reading skills commensurate with content area needs	NA	NA	NA	NA	NA	NA
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(I) demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text and distinguishing main ideas from details commensurate with content area needs	(ii) expand reading skills commensurate with content area needs	NA	NA	NA	NA	NA	NA
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(J) demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs	(i) demonstrate English comprehension and expand reading skills by employing inferential skills	NA	NA	NA	NA	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 texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(K) demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade level needs	(I) demonstrate English comprehension and expand reading skills by employing analytical skills	NA	NA	NA	NA	NA	NA
(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:	(A) learn relationships between sounds and letters of the English language to represent sounds when writing in English	(I) learn relationships between sounds and letters of the English language to represent sounds when writing in English	T: K-12 S: 6-12	Student/Teacher	9781531135096 9781531149536	512	Connections Writing & Language Student Edition: Partial Pronunciation Key	<a href="#">Connections Writing &amp; Language Student Edition page(s) 512</a>
				Student/Teacher	9781531135096 9781531149536	467	Connections Writing & Language Student Edition: Words Ending in sede ceed and cede	<a href="#">Connections Writing &amp; Language Student Edition page(s) 467</a>
				Student/Teacher				
				Teacher Only	9781531129729 9781531149567	21	Connections ELL Teacher Resource: Dictionaries	<a href="#">Connections ELL Teacher Resource, page(s) 21</a>
				Teacher Only	9781531129729 9781531149567	256	Connections Teacher Wraparound Edition: ELL Support: Language: Spelling	<a href="#">Connections Teacher Wraparound Edition, page(s) 256</a>
				Teacher Only				
				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 audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:	(B) write using newly acquired basic vocabulary and content-based grade-level vocabulary	(I) write using newly acquired basic vocabulary	T: K-12 S: 6-12	Student/Teacher	9781531129729 9781531149567	50	Connections ELL Teacher Resource: Graphic Organizers Frayer Model	<a href="#">Connections ELL Teacher Resource, page(s) 50</a>
				Student/Teacher	9781531129729 9781531149567	45	Connections ELL Teacher Resource: Grade 12 Unit 1 Activities Chapter 4 Write	<a href="#">Connections ELL Teacher Resource, page(s) 45</a>
				Student/Teacher				
				Teacher Only	9781531129729 9781531149567	20	Connections ELL Teacher Resource: Teaching Vocabulary Draw, Act, Define, Read (DADR)	<a href="#">Connections ELL Teacher Resource, page(s) 20</a>
				Teacher Only	9781531129729 9781531149567	19	Connections ELL Teacher Resource: Vocabulary Flashcards	<a href="#">Connections ELL Teacher Resource, page(s) 19</a>
				Teacher Only				
				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 audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:	(B) write using newly acquired basic vocabulary and content-based grade-level vocabulary	(II) write using content-based grade-level vocabulary	T: K-12 S: 6-12	Student/Teacher	9781531129729 9781531149567	50	Connections ELL Teacher Resource: Graphic Organizers Frayer Model	<a href="#">Connections ELL Teacher Resource, page(s) 50</a>
				Student/Teacher	9781531129729 9781531149567	48	Connections ELL Teacher Resource: Grade 12 Unit 3 Activities Authors Craft	<a href="#">Connections ELL Teacher Resource, page(s) 48</a>
				Student/Teacher				
				Teacher Only	9781531129729 9781531149567	448	Connections Teacher Wraparound Edition: ELL Support: Preview Academic Vocabulary	<a href="#">Connections Teacher Wraparound Edition, page(s) 448</a>
				Teacher Only	9781531129729 9781531149567	20	Connections ELL Teacher Resource: Teaching Vocabulary Draw, Act, Define, Read (DADR)	<a href="#">Connections ELL Teacher Resource, page(s) 20</a>

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				
(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:	(C) spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired	(i) spell familiar English words with increasing accuracy	T: K-12 S: 6-12	Student/Teacher	9781531135096 9781531149536	467	Connections Writing & Language Student Edition: Spelling Patterns	<a href="#">Connections Writing &amp; Language Student Edition page(s) 467</a>
				Student/Teacher	9781531135096 9781531149536	473	Connections Writing & Language Student Edition: Spelling Numbers	<a href="#">Connections Writing &amp; Language Student Edition page(s) 473</a>
				Student/Teacher				
				Teacher Only	9781531129729 9781531149567	256	Connections Teacher Wraparound Edition: ELL Support: Language: Spelling	<a href="#">Connections Teacher Wraparound Edition, page(s) 256</a>
				Teacher Only	9781531129729 9781531149567	19	Connections ELL Teacher Resource: Vocabulary Flashcards	<a href="#">Connections ELL Teacher Resource, page(s) 19</a>
				Teacher Only				
				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 audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:	(C) spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired	(ii) employ English spelling pattern with increasing accuracy as more English is acquired	T: K-12 S: 6-12	Student/Teacher	9781531135096 9781531149536	467	Connections Writing & Language Student Edition: Spelling Patterns	<a href="#">Connections Writing &amp; Language Student Edition page(s) 467</a>
				Student/Teacher	9781531135096 9781531149536	473	Connections Writing & Language Student Edition: Spelling Numbers	<a href="#">Connections Writing &amp; Language Student Edition page(s) 473</a>
				Student/Teacher				
				Teacher Only	9781531129729 9781531149567	19	Connections ELL Teacher Resource: Vocabulary Flashcards	<a href="#">Connections ELL Teacher Resource, page(s) 19</a>
				Teacher Only	9781531129729 9781531149567	18	Connections ELL Teacher Resource: Vocabulary Memory	<a href="#">Connections ELL Teacher Resource, page(s) 18</a>
				Teacher Only				
				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 audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:	(C) spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired	(iii) employ English spelling rules with increasing accuracy as more English is acquired	T: K-12 S: 6-12	Student/Teacher	9781531135096 9781531149536	467	Connections Writing & Language Student Edition: Spelling Patterns	<a href="#">Connections Writing &amp; Language Student Edition page(s) 467</a>
				Student/Teacher	9781531135096 9781531149536	473	Connections Writing & Language Student Edition: Spelling Numbers	<a href="#">Connections Writing &amp; Language Student Edition page(s) 473</a>
				Student/Teacher				
				Teacher Only	9781531129729 9781531149567	19	Connections ELL Teacher Resource: Vocabulary Flashcards	<a href="#">Connections ELL Teacher Resource, page(s) 19</a>
				Teacher Only	9781531129729 9781531149567	18	Connections ELL Teacher Resource: Vocabulary Memory	<a href="#">Connections ELL Teacher Resource, page(s) 18</a>
				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
<p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>	<p>(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</p>	<p>(i) edit writing for standard grammar and usage, including subject-verb agreement commensurate with grade-level expectations as more English is acquired</p>	<p>T: K-12 S: 6-12</p>	<p>Student/Teacher</p>	<p>9781531129729 9781531149567</p>	72	Connections ELL Teacher Resource: Proofreading Checklist	<a href="#">Connections ELL Teacher Resource, page(s) 72</a>
						19	Connections Writing & Language Student Edition: Proofreading Techniques	<a href="#">Connections Writing &amp; Language Student Edition page(s) 19</a>
						232	Connections Teacher Wraparound Edition: ELL Support: Revision	<a href="#">Connections Teacher Wraparound Edition, page(s) 232</a>
						441	Connections Teacher Wraparound Edition: ELL Support: Language: Using Commas with Phrases and Clauses	<a href="#">Connections Teacher Wraparound Edition, page(s) 441</a>
<p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>	<p>(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</p>	<p>(ii) edit writing for standard grammar and usage, including pronoun agreement, commensurate with grade-level expectations as more English is acquired</p>	<p>T: K-12 S: 6-12</p>	<p>Student/Teacher</p>	<p>9781531135096 9781531149536</p>	19	Connections Writing & Language Student Edition: Proofreading Techniques	<a href="#">Connections Writing &amp; Language Student Edition page(s) 19</a>
						72	Connections ELL Teacher Resource: Proofreading Checklist	<a href="#">Connections ELL Teacher Resource, page(s) 72</a>
						441	Connections Teacher Wraparound Edition: ELL Support: Language: Using Commas with Phrases and Clauses	<a href="#">Connections Teacher Wraparound Edition, page(s) 441</a>
						381	Connections Teacher Wraparound Edition: ELL Support: Language: Using Pronouns	<a href="#">Connections Teacher Wraparound Edition, page(s) 381</a>
<p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>	<p>(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</p>	<p>(iii) edit writing for standard grammar and usage, including appropriate verb tenses, commensurate with grade-level expectations as more English is acquired</p>	<p>T: K-12 S: 6-12</p>	<p>Student/Teacher</p>	<p>9781531135096 9781531149536</p>	19	Connections Writing & Language Student Edition: Proofreading Techniques	<a href="#">Connections Writing &amp; Language Student Edition page(s) 19</a>
						72	Connections ELL Teacher Resource: Proofreading Checklist	<a href="#">Connections ELL Teacher Resource, page(s) 72</a>
						341	Connections Teacher Wraparound Edition: ELL Support: Language: Participial Phrases	<a href="#">Connections Teacher Wraparound Edition, page(s) 341</a>
						306	Connections Teacher Wraparound Edition: ELL Support: Write	<a href="#">Connections Teacher Wraparound Edition, page(s) 306</a>



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
<p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>	<p>(E) employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations such as (i) using correct verbs, tenses, and pronouns/antecedents; (ii) using possessive case (apostrophe -s) correctly; and, (iii) using negatives and contractions correctly</p>		<p>T: K-12 S: 6-12</p>	Student/Teacher	9781531135096 9781531149536	315	Connections Writing & Language Student Edition: The Uses of Subordinate Clauses	<a href="#">Connections Writing &amp; Language Student Edition page(s) 315</a>
				Student/Teacher	9781531135096 9781531149536	325	Connections Writing & Language Student Edition: Complex Sentences	<a href="#">Connections Writing &amp; Language Student Edition page(s) 325</a>
				Student/Teacher				
				Teacher Only	9781531129729 9781531149567	423	Connections Teacher Wraparound Edition: ELL Support: Language: Active and Passive Voice	<a href="#">Connections Teacher Wraparound Edition, page(s) 423</a>
				Teacher Only	9781531129729 9781531149567	341	Connections Teacher Wraparound Edition: ELL Support: Language: Participial Phrases	<a href="#">Connections Teacher Wraparound Edition, page(s) 341</a>
				Teacher Only				
				Teacher Only				
				Student/Teacher	9781531135096 9781531149536	315	Connections Writing & Language Student Edition: The Uses of Subordinate Clauses	<a href="#">Connections Writing &amp; Language Student Edition page(s) 315</a>
				Student/Teacher	9781531135096 9781531149536	325	Connections Writing & Language Student Edition: Complex Sentences	<a href="#">Connections Writing &amp; Language Student Edition page(s) 325</a>
				Student/Teacher				
Teacher Only	9781531129729 9781531149567	233	Connections Teacher Wraparound Edition: Second Peer Review Think Small	<a href="#">Connections Teacher Wraparound Edition, page(s) 233</a>				
Teacher Only	9781531129729 9781531149567	232	Connections Teacher Wraparound Edition: ELL Support: Revision	<a href="#">Connections Teacher Wraparound Edition, page(s) 232</a>				
Teacher Only								
Teacher Only								
<p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>	<p>(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</p>		<p>T: K-12 S: 6-12</p>	Student/Teacher	9781531135096 9781531149536	315	Connections Writing & Language Student Edition: The Uses of Subordinate Clauses	<a href="#">Connections Writing &amp; Language Student Edition page(s) 315</a>
				Student/Teacher	9781531135096 9781531149536	325	Connections Writing & Language Student Edition: Complex Sentences	<a href="#">Connections Writing &amp; Language Student Edition page(s) 325</a>
				Student/Teacher				
				Teacher Only	9781531129729 9781531149567	255	Connections Teacher Wraparound Edition: ELL Support: Write	<a href="#">Connections Teacher Wraparound Edition, page(s) 255</a>
				Teacher Only	9781531129729 9781531149567	18	Connections Teacher Wraparound Edition: Language: Writing Complete Sentences	<a href="#">Connections Teacher Wraparound Edition, page(s) 18</a>
				Teacher Only				
				Teacher Only				
				Student/Teacher	9781531135096 9781531149536	315	Connections Writing & Language Student Edition: The Uses of Subordinate Clauses	<a href="#">Connections Writing &amp; Language Student Edition page(s) 315</a>
				Student/Teacher	9781531135096 9781531149536	325	Connections Writing & Language Student Edition: Complex Sentences	<a href="#">Connections Writing &amp; Language Student Edition page(s) 325</a>
				Student/Teacher				

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
<p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>	<p>(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</p>	<p>(ii) write using a variety of grade-appropriate connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired</p>	<p>T: K-12 S: 6-12</p>	Student/Teacher	9781531135096 9781531149536	274	Connections Writing & Language Student Edition: Conjunctions	<a href="#">Connections Writing &amp; Language Student Edition page(s) 274</a>
				Student/Teacher	9781531135096 9781531149536	317	Connections Writing & Language Student Edition: Subordinating Conjunctions	<a href="#">Connections Writing &amp; Language Student Edition page(s) 317</a>
				Student/Teacher				
				Teacher Only	9781531129729 9781531149567	185	Connections Teacher Wraparound Edition: ELL Support: Language-Using Transitions	<a href="#">Connections Teacher Wraparound Edition, page(s) 185</a>
				Teacher Only	9781531129729 9781531149567	19	Connections Teacher Wraparound Edition: ELL Support: Language: Writing Complete Sentences	<a href="#">Connections Teacher Wraparound Edition, page(s) 19</a>
				Teacher Only				
				Teacher Only				
				Student/Teacher				
				Student/Teacher				
				Student/Teacher				
<p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>	<p>(G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired</p>	<p>(i) narrate with increasing specificity and detail to fulfill content area writing needs as more English is acquired</p>	<p>T: K-12 S: 6-12</p>	Student/Teacher	9781531129729 9781531149567	69	Connections ELL Teacher Resource: Narrative Writing Revision Checklist	<a href="#">Connections ELL Teacher Resource, page(s) 69</a>
				Student/Teacher	9781531135096 9781531149536	129	Connections Writing & Language Student Edition: Writing a Personal Narrative	<a href="#">Connections Writing &amp; Language Student Edition page(s) 129</a>
				Student/Teacher				
				Teacher Only	9781531129729 9781531149567	21	Connections ELL Teacher Resource: Retell Summarize	<a href="#">Connections ELL Teacher Resource, page(s) 21</a>
				Teacher Only	9781531129729 9781531149567	324	Connections Teacher Wraparound Edition: ELL Support: Language: Narrative Pacing	<a href="#">Connections Teacher Wraparound Edition, page(s) 324</a>
				Teacher Only				
				Teacher Only				
				Student/Teacher				
				Student/Teacher				
				Student/Teacher				
<p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>	<p>(G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired</p>	<p>(ii) describe with increasing specificity and detail to fulfill content area writing needs as more English is acquired</p>	<p>T: K-12 S: 6-12</p>	Student/Teacher	9781531129729 9781531149567	32	Connections ELL Teacher Resource: Sentence Frames Chapter 7, Project-Based Assessment-Education Memoir	<a href="#">Connections ELL Teacher Resource, page(s) 32</a>
				Student/Teacher	9781531129729 9781531149567	32	Connections ELL Teacher Resource: Sentence Frames Chapter 7, Write	<a href="#">Connections ELL Teacher Resource, page(s) 32</a>
				Student/Teacher				
				Teacher Only	9781531129729 9781531149567	144	Connections Teacher Wraparound Edition: ELL Support: Write	<a href="#">Connections Teacher Wraparound Edition, page(s) 144</a>
				Teacher Only	9781531129729 9781531149567	148	Connections Teacher Wraparound Edition: ELL Support: Project-Based Assessment-Educational Memoir	<a href="#">Connections Teacher Wraparound Edition, page(s) 148</a>
				Teacher Only				
				Teacher Only				
				Student/Teacher				
				Student/Teacher				
				Student/Teacher				

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
<p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>	<p>(G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired</p>	<p>(ii) explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired</p>	<p>T: K-12 S: 6-12</p>	Student/Teacher	9781531129729 9781531149567	69	Connections ELL Teacher Resource: Narrative Writing Revision Checklist	<a href="#">Connections ELL Teacher Resource, page(s) 69</a>
				Student/Teacher	9781531135096 9781531149536	124	Connections Writing & Language Student Edition: Writing a Personal Narrative	<a href="#">Connections Writing &amp; Language Student Edition page(s) 124</a>
				Student/Teacher				
				Teacher Only	9781531129729 9781531149567	21	Connections ELL Teacher Resource: Retail Summarize	<a href="#">Connections ELL Teacher Resource, page(s) 21</a>
				Teacher Only	9781531129729 9781531149567	383	Connections ELL Teacher Resource: Project-Based Assessment-Leaflet	<a href="#">Connections ELL Teacher Resource, page(s) 383</a>
				Teacher Only				