## English Language Proficiency Standards (ELPS): Student/Teacher Material Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading Subject Subchapter C. High School Subchapter §110.38. English III (One Credit), Adopted 2017 Course Publisher Perfection Learning Corporation Texas Connnections Grade 11 Program Title 9781531149239 Program ISBN Program Title (identical content) Texas Connections Grade 11 (online only) Program ISBN (identical content) 9781531149246 (a) Introduction.

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

(1) The English language proficiency standards in this section count of the English needed to think critically, understand and learn new concepts, process complex academic material, and interact and communicate in English academic settings.

(3) Classroom instruction that effectively integrates second language acquisition with quality content area instruction ensures that ELLs on a success. It is a success. The English needed to think critically, understand and learn new concepts, process complex academic material, and interact and communicate in English academic settings.

(3) Classroom instruction that effectively integrates second language acquisition white quality content area instruction ensures that ELLs acquires acotial and academic language proficiency in English, learn the knowledge and skills in the TEKS, and result help in a language acquisition whose giving ELLs opportunities to issen, peak, read, and with within explanally increasing the linguistic complexity of the English heyer and and heart as a complexity of the English heyer and and heart as a complexity of the English heart and expension of the English heyer and and heart as a complexity of the English heart and explanation in the English development with legislation in the English academic settings.

(6) The English Language acquisition in whose giving ELLs peak and expension and the expension of the English heart and expen

## (b) School district responsibilities.

§74.4. English Language Proficiency Standards: English

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

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

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Item Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the location for electronic programs
(1) Cross-curricular second language acquisition learning strategies. The ELL uses language learning strategies to devote an extra strategies and strategies and strategies and strategies and strategies and strategies and strategies are strategies and strategies are strategies and strategies are strategies and strategies and strategies are strategies and strategies are strategies and strategies are strategies and strategies are strategies are strategies and strategies are strategies are strategies and strategies are strategies and strategies are strategies and strategies are strategies and strategies are strategies are strategies and strategies are strategies are strategies and strategies are strategies and strategies are strategies and strategies are strategies and strategies are strategies are strategies	(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	Connections Writing & Language Student Edition page(s) 481
				Student/Teacher	9781531129743 9781531149581	8	Connections ELA Student Book: Preview Concepts List	Connections ELA Student Book page(s) 8
				Student/Teacher	9761531149561			
				Student/Teacher				
				Teacher Only	9781531129781 9781531149598	18	Connections ELL Teacher Resource: Support for Teaching ELLs in Connections: Vocabulary Memory	Connections ELL Teacher Resource, page(s) 18
				Teacher Only	9781531129781 9781531149598	19	Connections ELL Teacher Resource: Support for Teaching ELLs in	Connections ELL Teacher Resource, page(s) 19
				Teacher Only	9/81531149598		Connections: Vocabulary Flashcards	
				Teacher Only				
(1) Cross-curricular second language acquisition/emrig startigate. 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 deliverse in Firigida in must be developed to the process of the process of the sequenced, and scalfolded) commensurate with the student's level of English language proficiency. The student is expected to:	(A) use prior knowledge and experiences to understand meanings in English	(ii) use prior experiences to understand meanings in English	T: K-12 S: 6-12	Student/Teacher	9781531135096 9781531149536	481	Connections Writing & Language Student Edition: Use Your Prior Knowledge	Connections Writing & Language Student Edition page(s) 481
				Student/Teacher	9781531129743 9781531149581	359	Connections ELA Student Edition Preview Concepts	Connections ELA Student Edition Preview Concepts page(s) 359
				Student/Teacher				
				Student/Teacher Teacher Only	9781531129781	18	Connections ELL Teacher Resource: Support for Teaching ELLs in	0 4 50 7 1 0 4040
				-	9781531149598 9781531129781		Connections: Vocabulary Memory Connections ELL Teacher Resource: Support for Teaching ELLs in	Connections ELL Teacher Resource, page(s) 18
				Teacher Only	9781531149598	19	Connections: Vocabulary Flashcards	Connections ELL Teacher Resource, page(s) 19
				Teacher Only 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 of the control of the contro	(B) monitor oral and written language production and employ self-corrective techniques or other resources	(i) monitor oral language production and employ self-corrective techniques or other resources	T: K-12	Student/Teacher	9781531129743 9781531149581	337	Connections ELA Student Edition Project Based Assessment Develop A Public Service Announcement	Connections ELA Student Edition Project Based Assessment Develop.  A Public Service Announcement page(s) 337.
				Student/Teacher	9781531129743 9781531149581	382	Connections ELA Student Edition Speak and Listen	Connections ELA Student Edition Speak and Listen page(s) 382
				Student/Teacher				
				Student/Teacher	9781531129781			
				Teacher Only	9781531149598 9781531129781	10	Connections ELL Teacher Resource: Corrective Feedback	Connections ELL Teacher Resource, page(s) 10
				Teacher Only	9781531129781 9781531149598	10	Connections ELL Teacher Resource: Language rich Environment	Connections ELL Teacher Resource, page(s) 10
				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
(1) Cross-curricular second larguage acquisition/tearning strategies. The ELL uses larguage learning strategies to develop an awareness of his or her own learning processes in all content arces. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be inquisitionally accommodated (communicated, sequenced, and scalfolded) commensurate with the student is level of English language proficiency. The student is expected to:	(B) monitor oral and written language production and employ self-corrective techniques or other resources	(ii) monitor written language production and employ self-corrective techniques or other resources	NA NA	NA NA	NA NA	NA NA	NA NA	NA NA
(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an any strategies of develop and strategies. The strategies is 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 the impassically accommodited (communicate 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	9781531129743 9781531149581	43	Connections ELA Student Edition Preview Concepts: Preview Concepts	Connections ELA Student Edition Preview Concepts page(s) 43
				Student/Teacher	9781531129743 9781531149581	84	Connections ELA Student Edition Preview Concepts: Preview Concepts	Connections ELA Student Edition Preview Concepts page(s) 84
				Student/Teacher Student/Teacher				
				Teacher Only	9781531129781 9781531149598	18	Connections ELL Teacher Resource: Support for Teaching ELLs in	Connections ELL Teacher Resource, page(s) 18
				Teacher Only	9781531149598 9781531129781 9781531149598	19	Connections: Vocabulary Memory  Connections ELL Teacher Resource: Support for Teaching ELLs in  Connections: Vocabulary Flashcards	Connections ELL Teacher Resource, page(s) 19
				Teacher Only	9781531149598 9781531129781 9781531149598	10	Connections: Vocabulary Flashcards  Connections Teacher Wraparound Edition ELL Support: First Read	Connections Teacher Wraparound Edition ELL Support, page(s) 10
				Teacher Only	9/81531149598			
(1) Cross-curricular second language acquisition/tearring stategies. The ELL uses acquisition/tearring stategies. The ELL uses acquisition/tearring stategies are proposed to the stategies of the stategies and acquisition of this 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 delivered in English must be languated by accommodited (communicate with the student is level of English language proficiency. The student is expected to:	(D) speak using learning strategies such as requesting assistance, employing non-verbal requesting description of the control	(i) speak using learning strategies	T: K-12 S: 6-12	Student/Teacher	9781531129743 9781531149581	91	Connections ELA Student Edition Speak and Listen	Connections ELA Student Edition Speak and Listen page(s) 91
				Student/Teacher	9781531129743 9781531149581	144	Connections ELA Student Edition Speak and Listen: Steps for Peer Review	Connections ELA Student Edition Speak and Listen page(s) 144
				Student/Teacher Student/Teacher				
				Teacher Only	9781531129781 9781531149598	149	Connections Teacher Wraparound Edition: Tips for Effective Digital	Connections Teacher Wraparound Edition, page(s) 149
				Teacher Only	9781531149598 9781531129781 9781531149598	166	Presentations Connections Teacher Wraparound Edition ELL Support Project- Based Assessment: Roundtable Discussion	Connections Teacher Wraparound Edition ELL Support Project-Based Assessment, page(s) 166
				Teacher Only	9791331149590		Association: Notificiatio Discussion	researchent, page(e) 100
(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of this other core learning transport of the strategies to several purpose and a strategies to the strategies of the strategies	(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  (ii) internalize new basic language attainment	NA	Teacher Only  NA	NA	NA	NA .	NA .
(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an language learning strategies to develop an acquisition of the control of th	(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 attairment	(ii) internalize new basic language by using and reusing it in meaningful ways in writing activities that build concept and language attainment	NA NA	NA NA	NA NA	NA NA	NA	NA
(1) Cross-curricular second language acquisition learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content arease, in order for the ELL to meet grade-level learning appectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodisted (communicated, sequenced, and scalfolded) 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 attairment	(iii) internalize new academic language by using and reusing it in meaningful ways in speaking activities that build concept and language attainment	NA NA	NA .	NA NA	NA NA	NA NA	NA NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Item Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the location for electronic programs
(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes or successes of the control	(E) internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment	(iv) Internatize new academic language by using and reusing it in meaningful ways in writing activities that build concept and language attainment	NA	NA .	NA NA	NA .	NA	NA .
(1) Cross-curricular second language acquisition/learing strategies. The ELL uses language learning strategies to develop an awareness of his or the rown learning processes or advantages of his or the rown learning processes grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and cardicided) commensurate with the student's level of English language proficiency? The student is expected for.	(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	9781531129781 9781531149598	50	Connections ELL Teacher Resource: Graphic Organizers Frayer Model	Connections ELL Teacher Resource, page(s) 50
				Student/Teacher	9781531135096 9781531149536	331	Connections Writing & Language Student Edition: Regular and Irregular Verbs	Connections Writing & Language Student Edition page(s) 331
				Student/Teacher Student/Teacher				
				Teacher Only	9781531129781 9781531149598	18	Connections ELL Teacher Resource: Teaching Vocabulary	Connections ELL Teacher Resource, page(s) 18
				Teacher Only	9781531129781 9781531149598	16	Connections Teacher Wraparound Edition ELL Support: Focus on Sensory Language	Connections Teacher Wraparound Edition ELA Resource, page(s) 16
				Teacher Only Teacher Only			,	
(1) Cross-curricular second language screation-bearing strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-feel Bearing expectations across the foundation and enrichment curriculum, all languatically accommodated (communicated, languatically accommodated (communicated), sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(C) 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 sozialishomberning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be inquisitically accommodiated (communicated, sequenced, and scafficide) communicated with the proficiency. The student is expected to:	(G) demonstrate an increasing ability to distinguish between formal and informal English according to these to use each one commencurate with grade-level learning expectations	(ii) demonstrate an increasing knowledge of when to use [formal and informal English] commensurate with grade-level learning expectations	NA	NA NA	NA	NA NA	NA 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 or successes of the control	(I+) develop and expand repartitive of learning strategies such as reasoning instinsively 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	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 societical flanguage in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high shape coder for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguisitiately accommodated (communicated, sequenced, and scalfolded) commencutate with the students level of English language proficiency. The student is expected to:	(A) distinguish sounds and intonation patterns of English with increasing ease	(i) distinguish sounds of English with increasing ease	NA .	NA	NA NA	NA NA	NA .	NA .

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-curicular second language acquisition/listening. The ELL listens to a variety of speakers including feachers, peers, and electronic media to gain an increasing level of comprehension of newly acquised language in all content areas. ELLs may be at the beginning, intermediate, solvened, or advenced right stage, order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguisically accommodated (communicated, sequenced, and scaffolded) commensurate with the students level of English language proficiency. The student is expected to:	(A) distinguish sounds and intonation patterns of English with increasing ease	(ii) distinguish intonation patterns of English with increasing ease	NA	NA NA	NA .	NA NA	NA .	NA
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including feachers, peers, and electronic media to gain an increasing level of comprehension of newly acquised language in all contret areas. ELLs may be at the beginning, intermediate, advanced, or absorbed language in all contret areas. ELLs may be at the beginning, intermediate, advanced, or absorbed high size of the properties of the pro	(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	NA NA	NA NA
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including leachers, peers, and electronic media to gain an increasing level of comprehension of newly soquired language in all contret areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening, in order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction desired in enrichment curriculum, all instruction desired from the communicated sequenced, and scaffided commencates 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/Teacher	9781531129781 9781531149598	14	Connections ELL Teacher Resource: General Expressions For the Classroom	Connections ELL Teacher Resource, page(s) 14
					9781531129743			0 / 510 / 520 0 / 111
				Student/Teacher	0791521140591	37	Connections ELA Student Edition Speak and Listen	Connections ELA Student Edition Speak and Listen page(s) 37
				Student/Teacher	9781531149581	37	Connections ELA Student Edition Speak and Listen	Connections ELA Student Edition Speak and Listen page(s) 37
				Student/Teacher Student/Teacher	9781531129781		·	
				Student/Teacher Student/Teacher Teacher Only		10	Connections ELL Teacher Resource: Modeling	Connections ELL Teacher Resource, page(s) 10
				Student/Teacher Student/Teacher Teacher Only Teacher Only	9781531129781 9781531149598		·	
				Student/Teacher Student/Teacher Teacher Only	9781531129781 9781531149598 97815311129781	10	Connections ELL Teacher Resource: Modeling	Connections ELL Teacher Resource, page(s) 10
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an incressing level of electronic media to gain an incressing level of 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, experience), and scalidided) commensurate with the students level of English thanguage profilency. The subdents 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 Student/Teacher Teacher Only Teacher Only Teacher Only	9781531129781 9781531149598 97815311129781	10	Connections ELL Teacher Resource: Modeling	Connections ELL Teacher Resource, page(s) 10
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 scapitical graugue in all contret areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English languages acquisition in listening, in order for the ELL to meet grade-level learning expension of the control of the	and basic and academic vocabulary heard during	(ii) learn new expressions heard during classroom instruction and interactions	T: K-12	Student/Teacher Student/Teacher Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only	9781531129781 9781531149598 9781531129781 9781531149598	10 10	Connections ELL Teacher Resource: Modeling  Connections ELL Teacher Resource: Language rich Environment  Connections ELL Teacher Resource: General Expressions For the	Connections ELL Teacher Resource, page(s) 10 Connections ELL Teacher Resource, page(s) 10
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 scapitical graugue in all contret areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English languages acquisition in listening, in order for the ELL to meet grade-level learning expension of the control of the	and basic and academic vocabulary heard during	(ii) learn new expressions heard during classroom instruction and interactions	T: K-12	Student/Teacher Student/Teacher Teacher Only Student/Teacher Student/Teacher Student/Teacher Student/Teacher	9781531129781 9781531149598 9781531149598 9781531149598 9781531149598	10 10 10	Connections ELL Teacher Resource: Modeling  Connections ELL Teacher Resource: Language rich Environment  Connections ELL Teacher Resource: General Expressions For the Classroom	Connections ELL Teacher Resource, page(s) 10 Connections ELL Teacher Resource, page(s) 10  Connections ELL Teacher Resource, page(s) 14  Connections ELL Teacher Resource, page(s) 14
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 scapitical graugue in all contret areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English languages acquisition in listening, in order for the ELL to meet grade-level learning expension of the control of the	and basic and academic vocabulary heard during	(ii) learn new expressions heard during classroom instruction and interactions	T: K-12	Student/Teacher Student/Teacher Teacher Only Student/Teacher Student/Teacher Student/Teacher Student/Teacher	9781531129781 9781531129781 9781531129781 9781531129781 9781531146598 9781531146598 9781531146598 9781531146581	10 10 10 14 14 37	Connections ELL Teacher Resource: Modeling  Connections ELL Teacher Resource: Language rich Environment  Connections ELL Teacher Resource: General Expressions For the Classroom  Connections ELL Teacher Resource: General Expressions For the Classroom	Connections ELL Teacher Resource, page(s) 10  Connections ELL Teacher Resource, page(s) 10  Connections ELL Teacher Resource, page(s) 10  Connections ELL Teacher Resource, page(s) 14  Connections ELL Teacher Resource, page(s) 14  Connections ELA Student Edition Speak and Listen page(s) 37
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 scapitical graugue in all contret areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English languages acquisition in listening, in order for the ELL to meet grade-level learning expension of the control of the	and basic and academic vocabulary heard during	(ii) learn new expressions heard during classroom instruction and interactions	T: K-12	Student/Teacher Student/Teacher Teacher Only Student/Teacher Student/Teacher Student/Teacher Student/Teacher	9781531129781 9781531129781 9781531129781 9781531129781 9781531129781 9781531129781 9781531129781 9781531129781 9781531129781 9781531129781	10 10 10	Connections ELL Teacher Resource: Modeling  Connections ELL Teacher Resource: Language rich Environment  Connections ELL Teacher Resource: General Expressions For the Classroom	Connections ELL Teacher Resource, page(s) 10 Connections ELL Teacher Resource, page(s) 10  Connections ELL Teacher Resource, page(s) 14  Connections ELL Teacher Resource, page(s) 14
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 scapitical graugue in all contret areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English languages acquisition in listening, in order for the ELL to meet grade-level learning expension of the control of the	and basic and academic vocabulary heard during	(ii) learn new expressions heard during classroom instruction and interactions	T: K-12	Student/Teacher Student/Teacher Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Student/Teacher Student/Teacher Student/Teacher Student/Teacher Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only	9781531129781 9781531149598 9781531149598 9781531129781 9781531149598 9781531149598 9781531149598	10 10 14	Connections ELL Teacher Resource: Modeling  Connections ELL Teacher Resource: Language rich Environment  Connections ELL Teacher Resource: General Expressions For the Classroom  Connections ELL Teacher Resource: General Expressions For the Classroom  Connections ELA Student Edition Speak and Listen  Connections ELA Student Edition Speak and Listen	Connections ELL Teacher Resource, page(s) 10  Connections ELL Teacher Resource, page(s) 10  Connections ELL Teacher Resource, page(s) 14  Connections ELL Teacher Resource, page(s) 14  Connections ELA Student Edition Speak and Listen page(s) 37  Connections ELA Teacher Resource, page(s) 10
acquisition/listening. The ELL listens to a variety of speakers including leachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all contret areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening, in order for the ELL to meet grade-tevel learning experience of the english language acquisition in listening, in order for the ELL to meet grade-tevel learning except the english and experience of the english and experience of the english and experienced and confirment curriculum, all instruction delivered in English must be linguisitically accommodated (communicated, sequenced, and scaffolded) commensurate with the students level of English used.	and basic and academic vocabulary heard during	(ii) learn new expressions heard during classroom instruction and interactions	T: K-12	Student/Teacher Student/Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher	9781531129781 9781531129781 9781531129781 9781531129781 9781531129781 9781531129781 9781531129781 9781531129781 9781531129781 9781531129781	10 10 14	Connections ELL Teacher Resource: Modeling  Connections ELL Teacher Resource: Language rich Environment  Connections ELL Teacher Resource: General Expressions For the Classroom  Connections ELL Teacher Resource: General Expressions For the Classroom  Connections ELA Student Edition Speak and Listen  Connections ELA Student Edition Speak and Listen	Connections ELL Teacher Resource, page(s) 10.  Connections ELL Teacher Resource, page(s) 10.  Connections ELL Teacher Resource, page(s) 14.  Connections ELL Teacher Resource, page(s) 14.  Connections ELA Student Edition Speak and Listen page(s) 37.  Connections ELL Teacher Resource, page(s) 10.
acquisition/listening. The ELL listens to a variety of speakers including leachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all contret areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening, in order for the ELL to meet grade-tevel learning experience of the english language acquisition in listening, in order for the ELL to meet grade-tevel learning except the english and experience of the english and experience of the english and experienced and confirment curriculum, all instruction delivered in English must be linguisitically accommodated (communicated, sequenced, and scaffolded) commensurate with the students level of English used.	and basic and academic vocabulary heard during	(ii) learn new expressions heard during classroom instruction and interactions  (iii) learn basic vocabulary heard during classroom instruction and interactions	T: K-12 T: K-12 S: 6-12	Student/Teacher Student/Teacher Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Student/Teacher Student/Teacher Student/Teacher Student/Teacher Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only	9781531129781 9781531129781 9781531129781 9781531129781 9781531129781 9781531129781 9781531129781 9781531129781 9781531129781 9781531129781	10 10 14	Connections ELL Teacher Resource: Modeling  Connections ELL Teacher Resource: Language rich Environment  Connections ELL Teacher Resource: General Expressions For the Classroom  Connections ELL Teacher Resource: General Expressions For the Classroom  Connections ELA Student Edition Speak and Listen  Connections ELA Student Edition Speak and Listen	Connections ELL Teacher Resource, page(s) 10  Connections ELL Teacher Resource, page(s) 10  Connections ELL Teacher Resource, page(s) 14  Connections ELL Teacher Resource, page(s) 14  Connections ELA Student Edition Speak and Listen page(s) 37  Connections ELL Teacher Resource, page(s) 10

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Item Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the location for electronic programs
				Student/Teacher				
				Student/Teacher	9781531129781			
				Teacher Only	9781531149598	10	Connections ELL Teacher Resource: Modeling	Connections ELL Teacher Resource, page(s) 10
				Teacher Only	9781531129781 9781531149598	10	Connections ELL Teacher Resource: Language rich Environment	Connections ELL Teacher Resource, page(s) 10
				Teacher Only	5701551145555			
				Teacher Only				
(2) Cross-curicular second language acquisitonistering. The ELI Islame to a variety of spaakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELI ample as the beginning, so the second second second second second order for the ELI to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguisically accommodated commensurate with the subscript second commensurate with the subscript sevel commensurate to the commensurate with the subscript sevel of commensurate with the subscript sevel 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	9781531129781 9781531149598	14	Connections ELL Resource General Expressions for the Classroom	Connections ELL Resource General Expressions for the Classroom, paged 1.14
				Student/Teacher	9781531129743 9781531149581	37	Connections ELA Student Edition Speak and Listen	Connections ELA Student Edition Speak and Listen page(s) 37
				Student/Teacher	9791331148981			_
				Student/Teacher	9781531129781		Connections Teacher Wraparound Edition: ELL Support: Preview	
				Teacher Only	9781531149598	84	Concepts	Connections Teacher Wraparound Edition, page(s) 84
				Teacher Only	9781531129781 9781531149598	154	Connections Teacher Wraparound Edition: ELL Support: Preview Academic Vocabulary	Connections Teacher Wraparound Edition, page(s) 154
				Teacher Only Teacher Only				
				I eacher Uniy				
(2) Cross-curricular second language acquisition/insteining. The ELL islams to a variety of speakers including teachers, peers, and electroriac model to gain an increasing level of comprehension of newly acquired language in all intermediate, advanced, or advanced high stage of English language acquisition in listering. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguisically accommodated (communicated, sequenced, and cartifolded) in a company of the communication of the communi	(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	9781531129781 9781531149598	14	Connections ELL Teacher Resource: General Expressions in the Classroom	Connections ELL Teacher Resource, page(s) 14
				Student/Teacher	9781531129743 9781531149581	80	Connections ELA Student Edition: Instructions for a Roundtable Discussion	Connections ELA Student Edition page(s) 80
				Student/Teacher	0701001140001		M 100 M 000 M 000 M 100 M	
				Student/Teacher	9781531129781			
				Teacher Only	9781531149598	10	Connections ELL Teacher Resource: Corrective Feedback	Connections ELL Teacher Resource, page(s) 10
				Teacher Only	9781531129781 9781531149598	84	Connections Teacher Wraparound Edition: ELL Support: Preview Concepts	Connections Teacher Wraparound Edition, page(s) 84
				Teacher Only	9781531129781 9781531149598	154	Connections Teacher Wraparound Edition: ELL Support: Preview	Connections Teacher Wraparound Edition, page(s) 154
				Teacher Only	9701031149598		Academic Vocabulary	
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired flanguage 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 experiments of the experiment of the experime	(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	9781531129781 9781531149598	14	Connections ELL Resource General Expressions for the Classroom	Connections ELL Resource General Expressions for the Classroom, page(s) 14
				Student/Teacher	9781531129743 9781531149581	8	Connections ELA Student Edition: Preview Concepts	Connections ELA Student Edition page(s) 8
				Student/Teacher				
				Student/Teacher	9781531129781	61	Connections Teacher Wraparound Edition: ELL Support: Connect to	Consider Tools Washington 15 To
				Teacher Only	9781531149598 9781531129781	61	Testing Connections Teacher Wraparound Edition: ELL Support: Speak and	Connections Teacher Wraparound Edition, page(s) 61
				Teacher Only	9781531149598	32	Listen	Connections Teacher Wraparound Edition, page(s) 32
				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
(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 sacquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in Istering, in order for the ELL to meet grade-sheel learning enrichment curriculum, all instruction delivered in English mate be inguisitedly accommodated (communicated, sequenced, and scatfolded) commensurate with the students 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 spoten 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 letering. In order for the LLs the furnished and expension of the control of the contr	(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 NA
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including listenhers, peers, and elements are consistent of the part of the peer of t	(E) use visual, contential, 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	9781531129781 9781531149598	14	Connections ELL Resource General Expressions for the Classroom	Connections ELL Resource General Expressions for the Classroom, page(s) 14
				Student/Teacher	9781531135096 9781531149536	525	Connections Writing & Language Student Edition: Respond Appropriately	Connections Writing & Language Student Edition page(s) 525
				Student/Teacher	9781531135096 9781531149536	526	Connections Writing & Language Student Edition: Listen for Information	Connections Writing & Language Student Edition page(s) 526
				Student/Teacher Teacher Only	9781531129781	32	Connections Teacher Wraparound Edition ELL Support: Speak and	Connections Teacher Wraparound Edition ELL Support, page(s) 32
				Teacher Only	9781531149598 9781531129781 9781531149598	143	Listen  Connections Teacher Wraparound Edition ELL Support: Write	Connections Teacher Wraparound Edition ELL Support, page(s) 143
				Teacher Only Teacher Only	5761651146656			
(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 Engish language acquisition in listening, in order for the ELL on meet grade-level learning endition of the end endition of the endition of the end endition of the end end end end end end end end end en	(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 contret areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage content of the stage of the electronic properties of the electronic prope	(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 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 advended high stage of English language acquisition in listening. In order for the ELL to meet grade-hevel learning expectations across the foundation and English mat be linguisitieally accommodisated (communicated, sequenced, and scalfolded) commensurate with the students level of English language proficiency. The student is expected to:	(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar	(i) understand the general meaning of spoken language ranging from situations in which topics are familiar to unfamiliar	NA NA	NA .	NA .	NA NA	NA NA	NA .
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening, in order for the ELL to meet grade-level learning or expression of the english material to the expression of the english material commonities of the english material in the english material in language acquired, and scalfolded; commenciated, sequenced, and scalfolded; commensurate with the students level of English language proficiency. The student is expected to:	(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar	(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-here laraming expectations across the foundation and enrichment curriculum, all instruction delivered in enrichment curriculum, all instruction delivered in commensurated, sequenced, and scalfidised; commensurate with the students level of English language proficiency. The student is expected to:	(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar	(iii) understand the general meaning of spoken language ranging from situations in which contexts are familiar to unfamiliar	NA	NA	NA .	NA	NA	NA .
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening, in order for the ELL to meet grader-heel learning expectations across the foundation and secretary across the foundation and communicated in the communication of communicated, sequenced, and scalfolded (communicated, sequenced, and scalfolded) commensuate with the students level of English language proficiency. The student is expected to:	(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar	(iv) understand the main points of spoken language ranging from situations in which topics are familiar to unfamiliar	NA	NA	NA .	NA	NA	NA .
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening, in order for the ELL to meet grader-heel learning expectations across the foundation and secretary across the foundation and communicated sequenced, and scalfolded (communicated, sequenced, and scalfolded) commensurate with the students level of English language proficiency. The student is expected to:	(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar	(v) understand the main points of spoken language ranging from situations in which language (is) are familiar to unfamiliar	NA	NA	NA .	NA	NA .	NA .
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English the grupes acquation in leatings in expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguisitisely accommodated (communicated, sequenced, and scaffolded) commensurate with the students level of English language proficiency. The student is expected to:	(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar	(vi) understand the main points of spoken language ranging from situations in which contexts are familiar to unfamiliar	NA	NA .	NA NA	NA	NA .	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Item Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the location for electronic programs
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening, in order for the ELL or meet grade-feel learning acquired to the control of	(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar	(vii) understand the important details of spoken language ranging from situations in which topics are familiar to unfamiliar	NA	NA	NA	NA	NA	NA
(2) Cross-curricular second language acquisition/listering. The ELL listers to a variety carguiston/listering. The ELL listers to a variety carguiston/listering. The ELL listers to an object the content of the content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English thanguage acquisition in featuring. In expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and catdidate), commodated in the content of the	(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar	(viii) understand the important details of spoken language ranging from situations in which language [ks] are familier to unlamiliar	NA NA	NA NA	NA	NA .	NA NA	NA.
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-here lamming expectations across the foundation and enrichment curriculum, all instruction delivered in English must be inquisitedly accomplication of the enrichment curriculum, all instruction delivered in English must be inquisitedly accomplication and commensurate with the students level of English language proficiency. The student is expected to:	(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar	(ix) understand the important details of spoken language ranging from situations in which contexts are familiar to unfamiliar	NA	NA .	NA .	NA .	NA	NA .
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of spaekers 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 LLs owner grade-heel learning expectations across the foundation and communicated, sequenced, and scalfolded (communicated, sequenced, and scalfolded) commensurate with the students level of English language proficiency. The student is expected to:	(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 or meet grade-feel learning experiment of the english language acquisition in listening, in order for the ELL or meet grade-feel learning experiment or criscian. All instruction delivered in English mate be inquisited by coormonicated (communicated, sequenced, and scatfolded) commensurate with the students level of English language proficiency. The student is expected to:	(H) understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations	(ii) understand information in increasingly complex spoken language commensurate with grade-level learning expectations	NA	NA	NA .	NA .	NA	NA
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquisited language in all content areas. ELLs may be at the beginning. 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 linguisitedly accommodated (communicated, sequenced, and scatification) communicated with the student is level of English language proficency. The student is expected to:	(f) demonstrate listening comprehension of increasingly complex spoken English by following messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs	(i) demonstrate listering comprehension of increasingly complex spoken English by following directions commensurate with content and gradelevel needs	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 acquired to the comprehension of the comprehension and enrichment curriculum, all instruction delivered in English mat personal to linguisities or commodated (communicated, sequenced, and scalfolded) commensurate with the students level of English language proficiency. The student is expected to:	(f) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summaring spoken messages, responding to questions and requests, collaborating with peers, and taking notice commensurate with content and grade-level needs	(ii) demonstrate listening comprehension of increasingly complex spokes English by stelling or summarizing spoken messages commensurate with content and grade-level needs	NA	NA .	NA	NA .	NA	NA
(2) Cross-curricular second language acqualitor/listening. The ELL instens to a variety acqualitor/listening. The ELL instens to a variety experience of the end of t	(I) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, commensurate with content and grade-level needs	(iii) demonstrate listening comprehension of increasingly complex spakes English by responding to questions and requests on the contract and grade-level needs	T: K-12 S: 6-12	Student/Teacher	9781531129781 9781531149598	14	Connections ELL Resource General Expressions for the Classroom	Connections ELL Resource General Expressions for the Classroom, page(s).14
				Student/Teacher	9781531129743 9781531149581	144	Connections ELA Student Edition Speak and Listen	Connections ELA Student Edition Speak and Listen page(s) 144
				Student/Teacher Student/Teacher				
				Teacher Only	9781531129781 9781531149598	144	Connections Teacher Wraparound Edition ELL Support: Speak and Listen	Connections Teacher Wraparound Edition ELL Support, page(s) 144
				Teacher Only	9781531129781 9781531149598	180	Connections Teacher Wraparound Edition ELL Support: Speak and Listen	Connections Teacher Wraparound Edition ELL Support, page(s) 180
				Teacher Only Teacher Only				
(2) Cross-curricular second language acquision/instering. The ELI Intente 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 after the beginning, intermediate, advanced, or advanced high stage content of the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguisically accommodated (communicate), exquenced, and scatifiotically commensurate with the student's level of English language proficiency; the subtent is especially acquired, and the squage proficiency is the subtent is expected to the suppose of the profice of the student's level of English language proficiency; the subtent is expected to the suppose of the supp	(f) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken collaborating with peers, and taking notes collaborating with peers, and taking notes commensurate with content and grade-level needs	(iv) demonstrate listening comprehension of increasingly complex spoken English by collaborating with peers commensurate with content and grade-level needs	T: K-12	Student/Teacher	9781531129781 9781531149598	14	Connections ELL Resource General Expressions for the Classroom	Connections ELL Resource General Expressions for the Classroom, page(9.14
				Student/Teacher	9781531129743 9781531149581	180	Connections ELA Student Edition: Speak and Listen	Connections ELA Student Edition page(s) 180
				Student/Teacher Student/Teacher				
				Teacher Only	9781531129781 9781531149598	11	Connections ELL Teacher Resource: Jigsaw Technique	Connections ELL Teacher Resource, page(s) 11
				Teacher Only	9781531149598 9781531149598	9	Connections ELL Teacher Resource: Using Multilevel Grouping with ELLs	Connections ELL Teacher Resource, page(s) 9
				Teacher Only	07010011110000			
(2) Cross-curricular second language acquisition/listening. The ELL isters to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all				Teacher Only				
content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in enrichment curriculum, all instruction delivered in communication sequenced and scalindering communicated, sequenced, and scalindering communicates with the students level of English language proficiency. The student is expected to:	(i) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs	(v) demonstrate listening comprehension of increasingly complex spoken English by taking notes commensurate with content and grade-level needs	T: K-12 S: 6-12	Student/Teacher	9781531129743 9781531149581	182	Connections ELA Student Edition: Project- Based Assessment: Roundtable Discussion: Expectations for Discussion	Connections ELA Student Edition page(s) 182
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 expectations across the foundation and English must be inguisitissly accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English in the communication of the communication	increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level	increasingly complex spoken English by taking notes commensurate with content and grade-level		Student/Teacher		182		Connections ELA Student Edition page(s) 182  Connections ELA Student Edition page(s) 191
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 expectations across the foundation and English must be inguisitissly accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English in the communication of the communication	increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level	increasingly complex spoken English by taking notes commensurate with content and grade-level		Student/Teacher Student/Teacher	9781531149581 9781531129743		Roundtable Discussion: Expectations for Discussion	
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 expectations across the foundation and English must be inguisitissly accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English in the communication of the communication	increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level	increasingly complex spoken English by taking notes commensurate with content and grade-level		Student/Teacher	9781531149581 9781531129743 9781531149581 9781531129781		Roundtable Discussion: Expectations for Discussion	
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 expectations across the foundation and English must be inguisitisely accommodated (communicated, sequenced, and scalfolded) commensurate with the student's level of English	increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level	increasingly complex spoken English by taking notes commensurate with content and grade-level		Student/Teacher Student/Teacher Student/Teacher	9781531149581 9781531129743 9781531149581 9781531149581 9781531159781 9781531159781	191	Roundtable Discussion: Expectations for Discussion  Connections ELA Student Edition: Revision: Steps for Peer Review  Connections ELL Teacher Resource: Jigsaw Technique Connections ELL Teacher Resource: Using Multilevel Grouping with	Connections ELA Student Edition page(s) 191
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 English must be linguistically accommodated (communicated, sequenced, and scalfolded) commensurate with the suident's level of English manuate with the suident's level of English (communicated, sequenced, and scalfolded)	increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level	increasingly complex spoken English by taking notes commensurate with content and grade-level		Student/Teacher Student/Teacher Student/Teacher Teacher Only	9781531149581 9781531129743 9781531149581 9781531129781 9781531149598	191	Roundtable Discussion: Expectations for Discussion  Connections ELA Student Edition: Revision: Steps for Peer Review  Connections ELL Teacher Resource: Jigsaw Technique	Connections ELA Student Edition page(s) 191 Connections ELL Teacher Resource, page(s).11

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Item Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the location for electronic programs
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers formalinformal using vocabolisy with increasing content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking, in order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated commensurate with the student level of English language proficiency. The student is expected to:	(A) practice producing sounds of newly acquired vocabulary such as long and short wowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible	(i) practice producing sounds of newly acquired vocabulary to pronounce English words in a manner that is increassingly comprehensible	NA	NA .	NA	NA .	NA	NA
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers formalinformal using vocabulary with increasing 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 inquisitionally accommodated (communicated), experienced, and scaladised) in a commodated of the commodated of the communication of the commodated (communicated), experienced and scaladised) in a commodated in the commodated (communicated), experienced and scaladised) in a commodated in the commodated (communicated), experienced and scaladised (communicated), experienced and scaladised (communicated).	(B) expand and internalize initial English weakulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects: by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication	(i) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects	NA	NA .	NA	NA .	NA .	NA
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formalinformal) using vocabulary with increasing huncry and accuracy in language arts and all content arease. ELL may be at the beginning speak 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 scafoldiods) commensurate with the student's level of English singuage proficiency. The student is expected to:	(B) expand and internalize initial English vocabulary by learning and using high-frequency English wooth necessary for identifying and English work necessary for identifying and refelling 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	9781531129743 9781531149581	8	Connections ELA Student Edition Preview Concepts	Connections ELA Student Edition Preview Concepts pade(s) 8.
				Student/Teacher	9781531129743 9781531149581	264	Connections ELA Student Edition: Project- Based Assessments	Connections ELA Student Edition page(s) 264
				Student/Teacher Student/Teacher				
				Teacher Only	9781531129781 9781531149598	350	Connections Teacher Wraparound Edition: ELL Support Making	Connections Teacher Wraparound Edition, page(s) 350
				Teacher Only	9781531149598 9781531129781 9781531149598	360	Connections  Connections Teacher Wraparound Edition: ELL Support Third Read	Connections Teacher Wraperound Edition, page(s) 360
				Teacher Only	9781531149596			1 1 2 1
(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 corriet areas. ELL may be at the beginning, or forgish 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 inquisiteally accommodated commensurate with the student level of English language proficiency. The student is expected to:	(B) expand and internalize initial English vocabulary by learning and using high-frequency English worst necessary for identifying and English worst necessary for identifying and refelling 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	Teacher Only Student/Teacher	9781531129781 9781531149598	14	Connections ELL Resource General Expressions for the Classroom	Connections ELL Resource General Expressions for the Classroom, page(s).14
				Student/Teacher	9781531135096 9781531149536	525	Connections Writing & Language Student Edition: Respond Appropriately	Connections Writing & Language Student Edition page(s) 525
				Student/Teacher	9781531135096 9781531149536	538	Connections Writing & Language Student Edition: Collaborating Effectively Chart Verbal Cues	Connections Writing & Language Student Edition page(s) 538
				Student/Teacher	9781531129781	20	Connections ELL Teacher Resource: Draw Act Define Read	0 1 517 1 0 100
				Teacher Only Teacher Only	9781531149598 9781531129781	20	Connections ELL Teacher Resource: Draw Act Define Read  Connections ELL Teacher Resource Concept Sort	Connections ELL Teacher Resource, page(s) 20  Connections ELL Teacher Resource Concept Sort, page(s) 19
							Connections ELL Teacher Resource Concept Sort	Connections ELL Teacher Resource Concept Sort, page(s) 19
				Teacher Only	9781531149598 9781531129781 9781531149598	10	Connections ELL Teacher Resource: Lanugage rich Environment	Connections ELL Teacher Resource, page(s) 10

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 (formalis/informal) using vocabulary with increasing content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking, the order for the ELL to meet grader level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommissated commissations with the substitution of the engineering of the engineeri	(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 .
(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 (romalinformal) using vocationly with increasing tomalinformal using vocationly with increasing content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking, in order for the ELL to meet grader level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be inquisitionally accommendated commensurate with the student is level of English language proficiency. The student is expected to:	(C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired	(ii) speak using a variety of sentence lengths with increasing accuracy and ease as more English is acquired	NA	NA .	NA	NA	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 (formalifiriofficial) using occasiony with increasing fluency and accuracy in language acts and all intermediate, advanced, or advanced high stage of English language acquisition in speaking, in order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated commonated, sequence due, level of English commonated in every sequence of the english commonated in every sequence of the english must be linguistically accommodated for the english must be linguistically accommodated in commonated, sequence due level of English commonated in every sequence of the english must be inquisited as the englishment of the engl	(C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired	(iii) speak using a variety of sentence types with increasing accuracy and ease as more English is acquired	NA	NA .	NA	NA	NA .	NA NA
(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 funercy and accuracy in language arts and all informations of the second	(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	9781531129743 9781531149581	38	Connections ELA Student Edition: Language Using Transitions	Connections ELA Student Edition page(s) 38
				Student/Teacher	9781531129743 9781531149581	91	Connections ELA Student Edition: Speak and Listen	Connections ELA Student Edition page(s) 91
				Student/Teacher Student/Teacher	9781531129781			
				Teacher Only	9781531129781 9781531149598 9781531129781	149	Connections Teacher Wraparound Edition Project- Based Assessment: Women's Rights Presentation Connections Teacher Wraparound Edition ELL Support: Language:	Connections Teacher Wraparound Edition Project- Based Assessment, page(s) 149
				Teacher Only Teacher Only	9781531149598	38	Using Transitions	Connections Teacher Wraparound Edition ELL Support, page(s) 38
				Teacher Only				
(3) Cross-curricular second lenguage acquisition/propeking The ELL penesks 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 ants 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 desired in communication and control of the communication of the communication of the communication of the communication of the communication with the student is 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	9781531129743 9781531149581	72	Connections ELA Student Edition: Speak and Listen	Connections ELA Student Edition page(s) 72
				Student/Teacher	9781531129743 9781531149581	77	Connections ELA Student Edition: Speak and Listen	Connections ELA Student Edition page(s) 77
				Student/Teacher Student/Teacher				
				Teacher Only	9781531129781 9781531149598	144	Connections Teacher Wraparound Edition: ELL Support: Speak and Listen Peer Review	Connections Teacher Wraparound Edition, page(s) 144

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Student Expectation	Breakout	Required Grade Level	Item Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the location for electronic programs
			Topobor Only	9781531129781	190	Connections Teacher Wraparound Edition: ELL Support: Speak and	Connections Teacher Wraparound Edition, page(s) 180
			Teacher Only	9781531149598	100	Listen	Connections reaction wraparound Edition, page(s) 100
			Teacher Only				
(D) speak using grade-level content area vocabulary in content to internalize new English words and build academic language proficiency	(ii) speak using grade-level content area vocabulary in content to build academic language proficiency	T: K-12 S: 6-12	Student/Teacher	9781531135096 9781531149536	528	Connections Writing & Language Student Edition: Writing and Giving an Effective Speech	Connections Writing & Language Student Edition page(s) 528
			Student/Teacher	9781531129743 9781531149581	77	Connections ELA Student Edition: Speak and Listen	Connections ELA Student Edition page(s) 77
			Teacher Only	9781531129781	144	Connections Teacher Wraparound Edition: ELL Support: Speak and	Connections Teacher Wraparound Edition, page(s) 144
			Teacher Only	9781531129781	180	Connections Teacher Wraparound Edition: ELL Support: Speak and	Connections Teacher Wraparound Edition, page(s) 180
			Teacher Only	9781531149598	100	Listen	A STATE OF THE PROPERTY OF THE
			Teacher Only				
(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: Collaboration and Decision Making	Connections Writing & Language Student Edition page(s) 545
l I			Student/Teacher	9781531129743 9781531149581	283	Connections ELA Student Edition Roundtable Discussion	Connections ELA Student Edition Roundtable Discussion page(s) 283
			Student/Teacher				
				9781531129781	- 11	Connections ELL Teacher Passures: Think Bair Share	Connections ELL Teacher Resource, page(s) 11
				9781531129781		Connections ELL Teacher Resource: Different Native Languages	
				9781531149598	10	Groups	Connections ELL Teacher Resource, page(s) 10
			Teacher Only				
(F) ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including ley words and included the control of the control of the sacdemic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments	(i) ask [tor] information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including ley words and content of the property of the content of the	T: K-12 S: 6-12	Student/Teacher	9781531129781 9781531149598	14	Connections ELL Resource General Expressions for the Classroom	Connections ELL Resource General Expressions for the Classroom, page(s).14
1			Student/Teacher	9781531135096 9781531149536	538	Connections Writing & Language Student Edition: Collaborating Effectively Chart Verbal Cues	Connections Writing & Language Student Edition page(s) 538
			Student/Teacher Student/Teacher				
			Teacher Only	9781531129781 9781531149598	21	Connections ELL Teacher Resource: Discuss	Connections ELL Teacher Resource, page(s) 21
			Teacher Only	0781531120781	283	Connections Teacher Wraparound Edition Project- Based	Connections Teacher Wraparound Edition Project- Based
			Teacher Only	0,01001140000			- manufactury property and
			Teacher Only				
(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 an advance of the second contents, to using abstract and content of the second contents of the second contents of the second contents of the second 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 an advantage of the contents, to using abstract and contents assessed and advantage of the contents of the contents and contents assessed and advantage of the contents assessed and contents assessed as advantage of the contents as a content of the contents are contents as a content of the contents are contents as a content of the contents as a content of the content o	T: K-12 S: 6-12	Student/Teacher	9781531129781 9781531149598	14	Connections ELL Resource General Expressions for the Classroom	Connections ELL Resource General Expressions for the Classroom, page(s):14
	(E) speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency words and build academic language proficiency and build academic language proficiency internations and build academic language proficiency internations in cooperative learning interactions  (F) ask and give information ranging from using a very limited bank of high-frequency, high-nead concrete vocabulary, including layer words and content and social contexts, to using abstract and content-based vocabulary during extended speaking assignments  (F) ask and give information ranging from using a very limited bank of high-frequency, high-nead, concrete vocabulary, including the profice of the profit of th	(E) share information in cooperative learning interactions  (F) ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and content-based vocabulary during extended speaking assignments  (F) ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and and content-based vocabulary during extended speaking assignments  (F) ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and and content-based vocabulary during extended speaking assignments  (F) ask and give information ranging from using a very limited bank of high-frequency high-need, concrete vocabulary, including key words and 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 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 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 and content-based vocabulary during extended speaking assignments.	(C) speak using grade-level content area vocabulary in content to internalize new English words and build academic language proficiency  (E) share information in cooperative learning interactions  (F) ask and give information ranging from using a very limited bank of high-frequency, holding lay words and outer-based vocabulary under contents or communication in and content-based vocabulary under greated as peaking assignments  (F) ask and give information ranging from using a very limited bank of high-frequency, high-read or outer-based vocabulary under greated speaking assignments  (F) ask and give information ranging from using a very limited bank of high-frequency high-read or outer-based vocabulary under greated speaking assignments  (F) ask and give information ranging from using a very limited bank of high-frequency high-read or outer-based vocabulary under greated speaking assignments  (F) ask and give information ranging from using a very limited bank of high-frequency, high-read or outer-based vocabulary under greated speaking assignments  (F) ask and give information ranging from using a very limited bank and give information ranging from using a very concrete vocabulary, including lay lay vorid and expressions needed for basic communication in another ment before communication in cooperative learning interactions  (F) ask and give information ranging from using a very limited bank of high-frequency, high-read or speaking assignments  (F) ask and give information ranging from using a very limited bank of high-frequency high-read or speaking assignments  (F) ask and give information ranging from using a very limited bank of high-frequency high-read or speaking assignments  (F) ask and give information ranging from using a very limited bank of high-frequency high-read or speaking assignments  (F) ask and give information ranging from using a very limited bank of high-frequency high-read or speaking assignments  (F) ask and give information ranging from using a very limited bank of high-frequency high-re	(C) speak vang gade-invet content area southeady in content to internal limited in the results of the content area southeady in content to internal limited in the results of the content area southeady in content to internal limited in the results of the content area southeady in content to internal limited in the results of the content to include conten	(C) speak using grade load coronal one workship in contract to the state internation and production of contract to the state of the sta	The column   The	The color   The

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
					9781531135096		Connections Writing & Language Student Edition: Try It Out Giving and	
				Student/Teacher	9781531149536	524	Following Complex Directions	Connections Writing & Language Student Edition page(s) 524
				Student/Teacher Student/Teacher				
				Teacher Only	9781531129781	21	Connections ELL Teacher Resource: Discuss	Connections ELL Teacher Resource, page(s) 21
					9781531149598 9781531129781		Connections Teacher Wraparound Edition Project- Based	Connections Teacher Wraparound Edition Project- Based
				Teacher Only	9781531149598	283	Assessments: Roundtable Discussion	Assessments, page(s) 283
				Teacher Only Teacher Only				
(3) Cross-curricular second language acquisition/peakin, The ELL speaks in a variety of modes for a variety of purposes with an ansureness of odile ent language peaks in creasing 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 areas across the foundation and enrichment curriculum, all instruction delivered in enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language protonory. 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	9781531129781 9781531149598	14	Connections ELL Resource General Expressions for the Classroom	Connections ELL Resource General Expressions for the Classroom, pageto 1.14
				Student/Teacher	9781531135096 9781531149536	538	Connections Writing & Language Student Edition: Collaboration Table Verbal Cues	Connections Writing & Language Student Edition page(s) 538
				Student/Teacher	9781531135096	527	Verbal Cues  Connections Writing & Language Student Edition: Fishbowl Activity	Connections Writing & Language Student Edition page(s) 527
				Student/Teacher Student/Teacher	9781531149536	52/	Connections writing a Language Student Edition: Fishbowi Activity	Connections writing & Language Student Edition page(s) 527
				Student/Teacher Teacher Only	9781531129781	283	Connections Teacher Wraparound Edition Project- Based	Connections Teacher Wraparound Edition Project- Based
				· · · · · · · · · · · · · · · · · · ·	9781531149598 9781531129781		Assessments: Roundtable Discussion	Assessments, page(s) 283
				Teacher Only	9781531149598	11	Connections ELL Teacher Resource: Think Pair Share	Connections ELL Teacher Resource, page(s) 11
				Teacher Only Teacher Only				
(3) Cross-curricular second language acquisition/peakin, The ELL peaks in a variety of modes for a variety of purposes with an ansureness of odile ent language register. In creasing 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 and an expension of the property of the expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language profouncy. The student's level of English language profouncy. 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) appress ideas ranging from communicating angle words and abort phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics.	T: K-12	Student/Teacher	9781531129781 9781531149598	14	Connections ELL Resource General Expressions for the Classroom	Connections ELL Resource General Expressions for the Classroom, page(s).14
				Student/Teacher	9781531135096 9781531149536	528	Connections Writing & Language Student Edition: Writing and Giving an Effective Speech	Connections Writing & Language Student Edition page(s) 528
				Student/Teacher	9781531149536		an Effective Speech	
				Student/Teacher				
				Teacher Only	9781531129781 9781531149598	283	Connections Teacher Wraparound Edition Project- Based Assessments: Roundtable Discussion	Connections Teacher Wraparound Edition Project- Based Assessments, page(s) 283
				Teacher Only	9781531129781	11	Connections ELL Teacher Resource: Think Pair Share	Connections ELL Teacher Resource, page(s) 11
				Teacher Only	9781531149598			
				Teacher Only				
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an amount of the control of t	(G) express opinions, ideas, and feelings ranging from communicating single words and abort communicating single words and short communication of the communication of 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 .	NA NA
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formalinformal) using vocabulary with increasing 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 language expectations across the foundation and enrichment curriculum, all instruction delivered in enrichment curriculum, all instruction delivered in communicated, sequenced, and scalifolded commencated with the student sevel 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/en/orand) using vocationally with increasing content areas. ELLs may be at the beginning, intermediate, advanced or showned high stage of English language acquisition in speaking, in order for the ELL to meet grade-level lanning expectations across the foundation and enrichment curriculum, all instruction delivered in enrichment curriculum, all instruction delivered in commence of the commen	(H) narrate, describe, and explain with increasing specificity and detail as more English is acquired	(ii) describe with increasing specificity and detail as more English is acquired	NA	NA .	NA	NA .	NA	NA.
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of upmoses with an awareness of different language registers remained 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 commenced and scall foliations are commenced as the commenced and scall foliation commenced and scall foliation commenced with the scale for scale for the commenced and scall foliation and scall foliations are scale for the scale for	(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	Studen//Teacher	9781531129781 9781531149598	14	Connections ELL Resource General Expressions for the Classroom	Connections ELL Resource General Expressions for the Classroom, page(s) 1.4
				Student/Teacher	9781531135096 9781531149536	524	Connections Writing & Language Student Edition: Try It Out Giving and Following Complex Directions	Connections Writing & Language Student Edition page(s) 524
				Student/Teacher	9781531135096 9781531149536	528	Connections Writing & Language Student Edition: Writing and Giving an Effective Speech	Connections Writing & Language Student Edition page(s) 528
				Teacher Only	9781531129781 9781531149598	283	Connections Teacher Wraparound Edition Project- Based Assessments: Roundtable Discussion	Connections Teacher Wraparound Edition Project-Based Assessments, page(s) 283
				Teacher Only	9781531149598 9781531129781 9781531149598	11	Connections ELL Teacher Resource: Think Pair Share	Connections ELL Teacher Resource, page(s) 11.
				Teacher Only Teacher Only	9701331149390			
(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 (furmillarional) using vocational with increasing (furmillarional) using vocational with increasing content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in commenced curriculum, all instruction delivered in (communicated, sequenced, and scalfolder) commencents with the students level of English language proficiency. The student is expected to:	(f) adapt spoken language appropriately for formal and informal purposes	(i) adapt spoken language appropriately for formal purposes	NA	NA.	NA	NA	NA .	NA .
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of uposes with an awareness of different language registers crossing thereby and occurrent 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 inquestically accommodated (communicated), sepan-end cut level of English company of the english commodated in the english	(f) 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 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-twell language acquisition and expectations across the foundation and English must be inquisitedly in commonitated (communicated, sequenced, and scalfolded) commensurate with the students 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 .

Section of the control of the contro	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
word control and the control a	acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formalinformal) using vocatolisty with increasing content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking, in order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be inquisitically accommodiated commensurate with the student level of English commensurate with the student is level of English commensurate with the student is level of English.	wide variety of print, electronic, audio, and visual media to build and reinforce concept and	wide variety of print, electronic, audio, and visual	NA	NA	NA	NA	NA	NA
The control of the co	acquisition/reading. The ELL reads a variety of tests for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermidate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the toundation and enrichment curriculum, all instruction delivered in English must be illiquisitically accommodised (communicated, sequenced, and scalfolded) commensurate with the profilerory. For indergratine and grade 1, certain of these student expectations apply to test read aloud for students not vest the stope of decoration.	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	(i) learn relationships between sounds and letters of the English language	NA	NA	NA .	NA .	NA	NA
seguidationistics of services and controlled process of the legislating intermediate, abstract, seguidation is largely intermediated and services and seguidation is seguidated and seguidated an	tests for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or abscarced help stage of English larguage and the stage of the boundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, languistically accommodated (communicated, sequenced, and scaffidided) commensurate with the students sheel of English harguage.	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		NA	NA .	NA .	NA .	NA .	NA
accipation/reading. The ELL mads a variety of tosts 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 Inarguage made level learning expectations parting ex	acquisition/reading. The ELL reads a variety of tests for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading, in order for the ELL to meet grade-level learning expectations across the foundation and enrichment convolunt, all instruction delivered in English must be successful and stafficked porminensurate with the student's level of English language proficiency. For indergatine and grade 1, certain of these student superior supply to text read aloud for students not yet at the stage of decoding aloud for students not yet at the stage of decoding.	(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 .
Student Teacher	acquisition/reading. The ELL reads a variety of tests for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning supectations across the boundation and enrichment curriculum, all instruction delivered in English must be insputiscully accommodated (communicated, sequenced, and scalfolded) commensurate with profilency. For indergatine and grade 1, certain of these student expectations apply to text read aloud for students not vest after stage of decoding aloud for students not vest after stage of decoding aloud for students not vest after stage of decoding aloud for students not vest after stage of decoding and the stage of the stage of the con-	meaning of environmental print, and comprehend English vocabulary and language structures used	(i) develop basic sight vocabulary used routinely in written classroom materials		Student/Teacher	9781531149536	39	Subordinating	Connections Writing & Language Student Edition page(s) 39
StudentTeacher   9781531129781   21   Connections ELL Teacher Resource: Dictionaries   Connections ELL Teacher Resource: page(s) 21   Teacher Only 9781531149588   21   Connections ELL Teacher Resource: Dictionaries   Connections ELL Teacher Resource: page(s) 21   Teacher Only 9781531149588   22   Connections ELL Teacher Resource: Teach Academic Vocabulary   Connections ELL Teacher Resource: page(s) 22   Connections ELL Teacher Resource: page(s) 24   Connections ELL Teacher Resource: page(s) 25   Connections ELL Teacher Resource: page(s) 25   Connections ELL Teacher Resource: page(s) 25   Connections ELL Teacher Resource: page(s) 26   Connections ELL Teacher Resource: page(s) 26   Connections ELL Teacher Resource: page(s) 27   Connections ELL Teacher Resource: page(s) 28   Connections ELL Teacher Resource: page(						9781531135096 9781531149536	47	Connections Writing & Language Student Edition: Spelling Commonly Confused Words	Connections Writing & Language Student Edition page(s) 47
Teacher Only 9781531149588 21 Connections ELL Teacher Resource: Dictionaries Connections ELL Teacher Resource: page(s) 21  Teacher Only 9781531149588 21 Connections ELL Teacher Resource: Teach Academic Vocabulary Connections ELL Teacher Resource: page(s) 22  Connections ELL Teacher Resource: page(s) 22  Connections ELL Teacher Resource: page(s) 22					Student/Teacher	0781531120781			
Teacher Unity 9781531149598 22 Found on Trests Commencing Control Cont						9781531149598			
					Teacher Only Teacher Only	9781531149598	22	Found on Tests	Connections ELL Teacher Resource, page(s) 22.

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Item Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the location for electronic programs
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of tests for a variety of purpose with an increasing level of comprehension in all content areas. ELLs or a content areas. ELLs or a content areas and a content areas areas and a content areas and a conte	(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	9781531123743 9781531149581	97-96	Connections ELA Student Edition: Project -Based Assessment: Social- Network Profile	Connections ELA Student Edition page(s) 97-98
				Student/Teacher	9781531129743 9781531149581	151	Connections ELA Student Edition: On Your Own: Integrating Ideas option 3	Connections ELA Student Edition page(s) 151
				Student/Teacher	8701331148301		option 3	
				Student/Teacher Teacher Only	9781531129781	7		
					9781531149598 9781531129781		Connections Teacher Wraparound Edition: Introduction Suggestions  Connections Teacher Wraparound Edition: ELL Support: Project -	Connections Teacher Wraparound Edition, page(s) 7
				Teacher Only	9781531149598 9781531129781	97-98	Based Assessment: Social Network Profile  Connections Teacher Wraparound Edition: ELL Support: On Your Own:	Connections Teacher Wraparound Edition, page(s) 97-98
				Teacher Only	9781531129781 9781531149598	151	Connections Teacher Wraparound Edition: ELL Support: On Your Own: Integrating Ideas	Connections Teacher Wraparound Edition, page(s) 151
				Teacher Only				
(4) Cross-curricular second language organization residence of the control of the control organization control organization of the control organiza- level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of lengish inaquage acquaistion in reading, in order for the ELL to meet granization or in reading, in order for the ELL to meet produced organization or in the control organization of control organization organization organization of control organization organization organization of injustically accommodisted (communicated, sequenced, and scaffolded) commensurate with the student selecel of English inguiges, contain proficiency. For kindergation and grands, contain advantages and control organization.	(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	39	Connections Writing & Language Student Edition: Conjunctions for Subordinating	Connections Writing & Language Student Edition page(s) 39
				Student/Teacher Student/Teacher	9781531135096 9781531149536	47	Connections Writing & Language Student Edition: Spelling Commonly Confused Words	Connections Writing & Language Student Edition page(s) 47
				Student/Teacher				
				Teacher Only	9781531129781 9781531149598	21	Connections ELL Teacher Resource: Dictionaries	Connections ELL Teacher Resource, page(s) 21
				Teacher Only	9781531129781 9781531149598	18	Connections ELL Teacher Resource: Teaching Vocabulary Bullet Point	Connections ELL Teacher Resource, page(s) 18
				Teacher Only	5701051140000			
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of acquisition/reading. The ELL reads a variety of acquisition/reading. The ELL reads a variety of the control of the c	(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	Teacher Only Student/Teacher	9781531135096 9781531149536 9781531129743	252	Connections Writing & Language Student Edition: The Parts of Speech QuickGuide	Connections Writing & Language Student Edition page(s) 252
				Student/Teacher	9781531149581	74	Connections ELA Student Edition: Rhetorical Questions	Connections ELA Student Edition page(s) 74
				Student/Teacher Student/Teacher				
				Teacher Only	9781531129781 9781531149598	18	Connections ELL Teacher Resource: Teaching Vocabulary Bullet Point 4	Connections ELL Teacher Resource, page(s) 18
				Teacher Only	9781531129781 9781531149598	18	Connections ELL Teacher Resource: Teaching Vocabulary Bullet Point 6	Connections ELL Teacher Resource, page(s) 18
				Teacher Only Teacher Only				
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of test for a variety of purpose 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 spectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffoldod) commensurate with the student's level of English harques 4 contain of these student expectations apply to let read aloud for students not yet all the student student and according written text. The student is expected to:	(D) use prereading supports such as graphic organizers, illustrations, and preducifit 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	9781531135096 9781531149536	477	Connections Writing & Language Student Edition: Setting a Purpose for Reading	Connections Writing & Language Student Edition page(s) 477.

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Property of the control of the con					Ch. dank/Tarabas		470	Connections Writing & Language Student Edition: The SQ3R Study	Consoline William & London Children Edition 2004 (70)
						9781531149536	4/6	Strategy	Connections writing & Language Student Edition page(s) 476
Services and the services of t						9781531129781			
Control   Cont					Teacher Only	9781531149598	20	Connections ELL Teacher Resource: Preview the Text	Connections ELL Teacher Resource, page(s) 20
Construction of the control of the c					Teacher Only		394	Connections Teacher Wraparound Edition: Connect to Testing	Connections Teacher Wranground Edition, page(s) 394
Control   Cont						9781531149598			
Supplied to the state of the st									
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Contraction of Cont	acquisition/reading. The ELL reads a variety of tests for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning appectations across the houndation and enrichment curriculum, all instruction delivered in English must be inquisitedly accommodisted (communicated, inquisitedly accommodisted (communicated, set assistant is level of English language profilency. For kindergenen and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding aloud for students not yet at the stage of decoding.	area material with a decreasing need for linguistic	material with a decreasing need for linguistic	T: K-12	Student/Teacher	9781531135096 9781531149536	484	Connections Writing & Language Student Edition: First Read Understand Key Ideas	Connections Writing & Language Student Edition page(s) 484
Figure 1					Student/Teacher	9781531135096	486	Connections Writing & Language Student Edition: Apportating a Text	Connections Writing & Language Student Edition page(s) 486
Part						9781531149536	400	Commissions writing a Language Student Edition: Annotating a Lext	Sourceasture Triming or Language Student Culturi (Augers) 485
Total Column   Tota					Student/Teacher				
The control of the co							20	Connections ELL Teacher Resource: Questioning	Connections ELL Teacher Resource, page(s) 20
Consideration of the control tragger production and tragger								_	
Contraction from the property of the propert					Teacher Only	9781531129761	35	Sources	Connections Teacher Wraparound Edition, page(s) 35
A Consider Control Proposed Control of Control					Teacher Only				
specificacy of the Control of Section 1 and of Section 1					Teacher Only				
September 1 Support Feature 1 Support Feature 1 Support Feature 2	tesis for a variety of purposes with an increasing level of comprehension in all content rease. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English insignage acquisition in reading, in order for the ELL to meet foundation and enrichment curriculum, all instruction delivered in English must be illiquistically accommodated (communicated), sequenced, and scaffolded) commensurate with the student's level of English intragraps, proficiency, for kindergation and grade for reading proficiency. For kindergation and grade for reading adout for subtention strip with the student's testing of the student is the student of the student of the student is a stage of the student and grade for reading and students not yet at the stage of decoding and stage of the stag	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	(i) use visual and contextual support to read grade appropriate content area text	T; K-12 S: 8-12	Student/Teacher	9781531135096 9781531149536	484	Connections Writing & Language Student Edition: First Read Understand Key Ideas	Connections Writing & Language Student Edition page(s) 484
Souther Teacher  Southe					Student/Teacher	9781531129743	164	Connections ELA Student Edition: Language: Denotationa and	Connections ELA Student Edition page(s) 164
Student Teacher Coly Tracking						9781531149581		Connotation	
Tracher Coty  Tr									
Teacher Only  Te							24	Connections FLI Teacher Recourse: Associate	Connections ELI Teacher Resource, page (n) 24
Teacher Only  Te						9781531149598			
Teacher Only 975151129781 84 Connections Teacher Wingspround Edition: ELL Support Proview Connections Teacher Wingspround Edition Edition Teacher Wingspround Edition Teacher Wingspround Edition Edition Teacher Wingspround Edition Edition Teacher Wingspround Edition: ELL Support Proview Connections ELL Support Edition ELL Support Proview Connections ELL Support Proview C					Teacher Only	9781531129781 9781531149598	18	Connections Teacher Wraparound Edition: ELL Support: Third Read	Connections Teacher Wraparound Edition, page(s) 18
(4) Cross-curricular second language acquisition/residency. The ELL reads a variety of test for a variety of purposes with an increasing particular second language acquisition in reading in order for the ELL but near grade-indication across the particular second language acquisition in reading in order for the ELL but near grade-indication across the instruction deliberation across the instruction across the instruction deliberation across the instruction of the control of the state of					Teacher Only	9781531129781	84		Connections Teacher Wranground Edition, name(s) 24
(4) Cross-curricular second language accupation/reading. The ELL reads a variety of such control of proposed of co						9781531149598		Concepts	
StudentTeacher   ST4531149581   Connotation   Connotatio	acquisition/reading. The ELL reads a variety of tests for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning aspectations across the foundation and enrichment curriculum, all instruction delivered in English must be inquisitedly accommodised communicated, inquisitedly accommodised communicated, the student's level of English language proficiency. For kindergenten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding.	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	(ii) use visual and contextual support to enhance and confirm understanding	T: K-12 S: 8-12		9781531135096 9781531149536	505	Connections Writing & Language Student Edition: Context Clues Chart	Connections Witting & Language Student Edition page(s) 505
Studered Teacher   Studered Te					Student/Teacher	9781531129743	164	Connections ELA Student Edition: Language: Denotations and	Connections ELA Student Edition page(s) 164
StudentTeacher   9781531129781   7861531149598   21   Connections ELL Teacher Resource: Annotate   Connection						9781531149581		Connotation	
Teacher Only   9781531129781   21   Connections ELL Teacher Resource: Annotate   Connections ELL Teacher Resource: page(s) 21					Student/Teacher				
97/51531145998 Teacher Only							21	Connections ELL Teacher Resource: Annotate	Connections ELL Teacher Resource, page(s) 21
Teacher Only 9781531149598 202 Connections Teacher Wingsaround Edition: First Read: Vocabulary Connections Teacher Wingsaround Edition First Read: Vocabulary Connection First Read: Vocabular									
							202	Connections Teacher Wraparound Edition: First Read: Vocabulary	Connections Teacher Wraparound Edition, page(s) 202
Teacher Only									
					Teacher Only				

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Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Item Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the location for electronic programs
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of tests for a variety of purposes with an increasing level of comprehension in all content areas. ELLs or advanced high stage of English 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 matub be designed to the content of the english of the sequenced, and scalfolded) commensurate with the student's level of English language proficiency. For kinderganten and grade 1, certain of these student expectations apply to tost read aloud for students not yet at the stage of decoding written teat. 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 leading the comprehend increasingly challenging language.	(iii) use visual and contextual support to develop vocabulary needed to comprehend increasingly challenging language	T: K-12 S: 6-12	Student/Teacher	9781531135096 9781531149536	505	Connections Writing & Language Student Edition: Context Clues Chart	Connections Writing & Language Student Edition page(s) 505.
				Student/Teacher	9781531129743 9781531149581	164	Connections ELA Student Edition: Language: Denotation and Connotation	Connections ELA Student Edition page(s) 164
				Student/Teacher Student/Teacher				
				Teacher Only	9781531129781 9781531149598	21	Connections ELL Teacher Resource: Annotate	Connections ELL Teacher Resource, page(s) 21
				Teacher Only	9781531149598 9781531149598	202	Connections Teacher Wraparound Edition: First Read: Vocabulary	Connections Teacher Wraparound Edition, page(s) 202
				Teacher Only Teacher Only	9701031149096			
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of tests for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading, in order for the ELL to meet grade-level learning expectations across the boundation and enrichment curriculum, all injustically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For indergatine and grade 1, certain of these situdent expectations apply to text read aloud for students noty et at the stage of decoding written text. The student's 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 devicely occabulary, confirm understanding, and eventuely occabulary, the confirmation of the confirmation o	(iv) use visual and contextual support to develop grasp of language structures needed to comprehend increasingly challenging language	NA	NA NA	NA NA	NA NA	NA NA	NA .
(4) Cross-curricular second language acquisition-vendeding The ELL reacts a variety of tests for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading, in order for the ELL to meet grade-level Bearing sepectations across the bundation and enrichment curriculum, all inguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kinderganten 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 context area text, enhance and confirm understanding, and develop vocabulary, providing again structures, and background in the confirmation of th	(v) use visual and contextual support to develop background knowledge needed to comprehend increasingly challenging language	T: K-12 S: 6-12	Student/Teacher	9781531135096 9781531149536	507	Connections Writing & Language Student Edition: Root Words Prefixes and Suffixes	Connections Writing & Language: Student Edition page(s): 507.
				Student/Teacher	9781531129743 9781531149581	218	Connections ELA Student Guide: On Your Own: Integrating Ideas # 1	Connections ELA Student Guide page(s) 218
				Student/Teacher Student/Teacher				
				Teacher Only	9781531129781 9781531149598 9781531129781	20	Connections ELL Teacher Resource: Questioning	Connections ELL Teacher Resource, page(s) 20
				Teacher Only	9781531129781 9781531149598	21	Connections ELL Teacher Resource: Quick Draw Visualization	Connections ELL Teacher Resource, page(s) 21
				Teacher Only Teacher Only				
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of tests for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading, in order for the ELL to meet grade-level learning sepectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodiated (communicated, sequenced, and scalfolded) commensurate with profilescope, For indengatine and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	(vi) use support from peers and teachers to read grade-appropriate content area text	T: K-12 S: 6-12	Student/Teacher	9781531129743 9781531149581	383	Connections ELA Student Edition: Second Read	Connections ELA Student Edition page(s) 383
				Student/Teacher	9781531129743 9781531149581	86	Connections ELA Student Edition: First Read	Connections ELA Student Edition page(s) 86
				Student/Teacher	9781531129743 9781531149581	89	Connections ELA Student Edition: Second Read	Connections ELA Student Edition page(s) 89
				Student/Teacher Teacher Only	9781531129781	11	Connections ELL Teacher Resource: Jigsaw Technique	Connections ELL Teacher Resource, page(s) 11
				Teacher Only	9781531149598 9781531129781	271	Connections ELL Teacher Resource. Jigsaw Technique  Connections Teacher Wraparound Edition: ELL Support: First Read	Connections Teacher Wraparound Edition, page(s) 271
				Teacher Only	9781531149598	**		
				Teacher Only				

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Item Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the location for electronic programs
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of tests for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced, or advanced, or high stage of English language may be all the properties of the properti	(F) use visual and contentual support and support from peers and teachers to read grade-appropriate content area text enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	(vii) use support from peers and teachers to enhance and confirm understanding	T: K-12 S: 6-12	Student/Teacher	9781531129743 9781531149591	23	Connections ELA Student Edition: Project-Based Assessments: RAFT	Connections ELA Student Edition page(s) 23
				Student/Teacher	9781531129743 9781531149581	71	Connections ELA Student Edition: Second Read	Connections ELA Student Edition page(s) 71
				Student/Teacher Student/Teacher				
				Teacher Only	9781531129781 9781531149598	71	Connections Teacher Wraparound Edition	Connections Teacher Wraparound Edition, page(s) 71
				Teacher Only	9781531129781 9781531149598	23	Connections Teacher Wraparound Edition	Connections Teacher Wraparound Edition, page(s) 23
				Teacher Only Teacher Only				
(4) Cross-curricular second language scularition/reading. The ELL reads a variety of tests for avariety 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 languistically accommodated (communicated, sequenced, and scalifolded communicated, sequenced, and scalifolded communicated the student's level of English language proficiency. For kindergaten and grade 1, certain of these student expectations apply to text read alouf or 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 deeple vocabulary, so that the support of t	(viii) use support from peers and teachers to develop vocabulary needed to comprehend increasingly challenging language	T; K-12 S: 6-12	Student/Teacher	9781531129743 9781531149551	86	Connections ELA Student Edition: First Read	Connections ELA Student Edition page(s) 85
				Student/Teacher	9781531129743 9781531149581	89	Connections ELA Student Edition: Second Read	Connections ELA Student Edition page(s) 89
				Student/Teacher Student/Teacher				
				Teacher Only	9781531129781 9781531149598	11	Connections ELL Teacher Resource: Jigsaw Technique	Connections ELL Teacher Resource, page(s) 11
				Teacher Only	9781531129781 9781531149598	29	Connections Teacher Wraparound Edition: Preview Vocabulary	Connections Teacher Wraparound Edition, page(s) 29
				Teacher Only Teacher Only				
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of acquisition/reading. The ELL reads a variety of acquisition/reading. The ELL reads a variety selection of the end	(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, chance and continual support of the content area text, chance and continual support of the context of the contex	(iv) use support from paers and teachers to develop grasp of language shortures needed to comprehend increasingly challenging language	T: K-12 S: 6-12	Student/Teacher	9781531129743 9781531149581	71	Connections ELA Student Edition Second Read	Connections ELA Student Edition Second Read pagets) 71
				Student/Teacher	9781531129743 9781531149581	38	Connections ELA Student Edition Language Using Transitions	Connections ELA Student Edition Language Using Transitions page(s). 38
				Student/Teacher Student/Teacher	4770450			
				Teacher Only	9781531129781 9781531149598 9781531129781	11	Connections ELL Teacher Resource: Jigsaw Technique	Connections ELL Teacher Resource, page(s) 11
				Teacher Only Teacher Only	9781531129781 9781531149598	21	Connections Teacher Wraparound Edition: ELL Support: Language: Run-on Sentences	Connections Teacher Wraparound Edition, page(s) 21
				Teacher Only Teacher Only				
(d) Cross-curricular second lenguage acquisition received by total so variety of total for a variety of total 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 for the end of the content and enforthment curriculum, all instruction delivered in English must be linguisitionally accommodated (communicated), sequenced, and scaffolded) commensurate with the student is level of English imaginage particular of the end	(F) use visual and contextual support and support from peets and teachers to read grade- confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	(x) use support from peers and teachers to develop background knowledge needed to comprehend increasingly challenging language	T: K-12 S: 6-12	Student/Teacher	9781531129743 9781531148581	249	Connections ELA Student Edition First Read: Identifying Main Idea	Connections ELA Student Edition First Read page(s) 249

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				Student/Teacher Student/Teacher	9781531129743 9781531149581	276	Connections ELA Student Edition Third Read: Using Metacognition	Connections ELA Student Edition Third Read page(s) 276
				Student/Teacher	0701501100701			Connections Teacher Wraparound Edition Before Reading, page(s)
				Teacher Only	9781531129781 9781531149598 9781531129781	144	Connections Teacher Wraparound Edition Before Reading	Connections Leacher Wraparound Edition Before Reading, page(s).  144  Connections Teacher Wraparound Edition Before Reading, page(s)
				Teacher Only Teacher Only	9781531149598	202	Connections Teacher Wraparound Edition Before Reading	202
				Teacher Only				
(4) Cross-curricular second language acquisition/reading. The ELF reads a variety of tests for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of length in language model of the properties of the propert	(G) demonstrate comprehension of increasingly complex English by participating in shared reading, refelling or summarting material, responding to questions, and taking notes commensurate with content sites 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	NA
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of social control of the ELL reads a variety of social control of the ELL reads and the second control of the ELL reads to the Second control of the ELL to meet grade. The language acquisition in reading, In order for the ELL to meet grade level tearing expectations across the foundation and enrichment curriculum, all instruction delivered in English must be designed to the ELL reads of the ELL re	(C) 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	9781531129743 9781531149581	243	Connections ELA Student Guide: Modern Adaptation	Connections ELA Student Guide page(s) 243
				Student/Teacher	9781531129743 9781531149581	253	Connections ELA Student Edition: Focus On Main Idea	Connections ELA Student Edition page(s) 253
				Student/Teacher Student/Teacher				
				Teacher Only	9781531129781 9781531149598	243	Connections Wraparound Teacher Edition ELL Support: Modern Adaptation	Connections Wraparound Teacher Edition ELL Support, page(s) 243
				Teacher Only	9781531129781 9781531149598	253	Connections Wraparound Teacher Edition ELL Support: Focus on Main Idea	Connections Wraparound Teacher Edition ELL Support, page(s) 253
				Teacher Only Teacher Only	3701001140000		ided	
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of acquisition/reading. The ELL reads a variety of acquisition/reading. The ELL reads a variety of some conscious programs of the programs o	(G) demonstrate comprehension of increasingly complex English by participating in shared responding to the property of the pro	(iii) demonstrate comprehension of increasingly complex English by responding to questions commensurate with content area and graze level needs	T: K-12 S: 6-12	Student/Teacher	9781531129743 9781531149581	253	Connections ELA Student Edition: Focus On Main Idea	Connections ELA Student Edition page(s) 253
				Student/Teacher Student/Teacher	9781531129743 9781531149581	261–262	Connections ELA Student Edition: Focus On Author's Use of Juxtaposition	Connections ELA Student Edition page(s) 261–262
				Student/Teacher Teacher Only	9781531129781	253	Connections Wraparound Teacher Edition ELL Support: Focus on Main	Connections Wraparound Teacher Edition ELL Support, page(s) 253
				Teacher Only	9781531149598 9781531129781	21	Idea  Connections ELL Teacher Resource: Retell Summarize	Connections ELL Teacher Resource, page(s) 21
				Teacher Only	9781531149598 9781531129781 9781531149598	20	Connections ELL Teacher Resource: Questioning	Connections ELL Teacher Resource, page(s) 20
				Teacher Only	9791331149590			
(4) Cross-curricular second language acquisition/vieading. The ELL reads a variety of acquisition/vieading. The ELL reads a variety of level of comprehension in all content arease. 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 -feel learning expectations across the foundation and enrichment curriculum, all inquisitionly accommodisted (communicated, sequenced, and scaffiddied) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these taudret speciations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected or.	(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: 8-12	Student/Teacher	9781531129781 9781531149598	55	Connections ELL Teacher Resource: Graphic Organizers Taking Notes	Connections ELL Teacher Resource, page(s) 55

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Item Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the location for electronic programs
				Student/Teacher Student/Teacher	9781531129743 9781531149581	284	Connections ELA Student Edition Expectations for Discussion	Connections ELA Student Edition Expectations for Discussion page(s) 284
				Student/Teacher Teacher Only	9781531129781	21	Connections ELL Teacher Resource: Graphic Organizers	Connections ELL Teacher Resource, page(s) 21
				Teacher Only	9781531149598 9781531129781 9781531149598	332	Connections Teacher Wraparound Edition: Before Reading	Connections Teacher Wraparound Edition, page(s) 332
				Teacher Only Teacher Only				
(4) Cross-curricular second language acquisition/reading. The ELL reads a versity of acquisition/reading. The ELL reads a versity of 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 tearning expectations across the instruction delivered in English must be instruction selevered in English must be instruction. The selevered in English must be instruction selevered in English must be instruction. The Instruction of English must be instruction. The English must be instructed by the English of English that the English of English must be instructed. The English must be supported to the English must be supported to the English must be instructed. The English must be supported to the English must be supported to the English must be instructed. The English must be supported to the English must be supported to the English must be instructed. The English must be supported to the English must be instructed to the English must be supported to the English must be instructed. The English must be supported to the English must be instructed to the English must be supported to the English must be instructed. The English must be supported to the English must be instructed to the English must be supported to the English must be instructed to the English must be supported to the English must be instructed. The English must be supported to the English must be instructed to the English must be supported to the English must be instructed to the English must be supported to the English must be instructed to the English must be supported to the English must be the English must be supported to the English must be instructed to the English must be supported to the English must be the English must be supported to the English must be supported to the English mus	(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 test for a variety of purpose with an increasing test for a variety of purpose with an increasing test of the purpose of the purpos	(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 tools for a variety of purpose with an increasing level of comprehension in all content areas. ELLs or a content areas. ELLs or a content areas and a content areas and a content areas and a content areas and a content areas. ELLs or a channed high states of English language acquisition in reading, lo noter for the ELL to meet grade-feel elevaring expectations across the foundation and eninchment curriculum, all instruction delevered in English must be as a content of the	(f) 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 lext 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 NA	NA
(4) Cross-curricular second language acquisition/residing. The ELL reads a variety of tests for a variety of tests for a variety of tests for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodized (communicated, sequenced, and scalfoldord) commensurate with the student seleved of English Integrals of, fortiant 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) demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in ket and graphic sources, summarizing text and distinguishing main ideas from details commensurate with content area needs	(ii) expand reading skills commensurate with content area needs	NA NA	NA	NA NA	NA NA	NA NA	NA NA
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of tests for a variety of purpose with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning sepectations across the foundation and enrichment curriculum, all inguistically accommodiated (communicated, sequenced, and cardiolide) communicated, sequenced, and cardiolide) communicated proficiency. For kindergister and grade 1, certain of these student spectations apply to text read aloud for students notly set after 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 conditions and the such as the state of the such as the such	(i) demonstrate English comprehension and expand reading skills by employing inferential skills	NA	NA	NA NA	NA NA	NA NA	NA NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Item Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the location for electronic programs
grade-level learning expectations across the foundation and enrichment curriculum, all	(K) demonstrate English comprehension and expand reading skills by employing analytical expand reading skills by employing analytical and performing activation and performance and performance activation activation and performance activation and performance activation activation and performance activation	(i) demonstrate English comprehension and expand reading skills by employing analytical skills	NA	NA	NA	NA	NA .	NA NA
(6) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student sepectations do not generating original writine tast 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	Connections Writing & Language Student Edition page(s) 512
				Student/Teacher	9781531135096 9781531149536	467	Connections Writing & Language Student Edition: Words Ending in sede ceed and cede	Connections Writing & Language Student Edition page(s) 467.
<del> </del>				Student/Teacher Student/Teacher				
				Teacher Only	9781531129781 9781531149598	21	Connections ELL Teacher Resource: Dictionaries	Connections ELL Teacher Resource, page(s) 21
				Teacher Only	9781531129781 9781531149598	20	Connections ELL Teacher Resource: Listen to Passages in Connections	Connections ELL Teacher Resource, page(s) 20
				Teacher Only Teacher Only				
(6) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, and of English language acquisition in writing, in order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergraten and grade apply until the student has reached the stage of generating original writine 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	Studen//Teacher	9781531129781 9781531149598	50	Connections ELL Teacher Resources: Graphic Organizers Frayer Model	Connections ELL Teacher Resources, page(s) 50
				Student/Teacher	9781531129743 9781531149581	290	Connections ELA Student Edition Prepare to Write	Connections ELA Student Edition Prepare to Write page(s) 290
				Student/Teacher Student/Teacher				
				Teacher Only	9781531129781 9781531149598	19	Connections ELL Teacher Resource: Vocabulary Flashcards	Connections ELL Teacher Resource, page(s) 19
				Teacher Only	9781531129781 9781531149598 9781531129781 9781531149598	19 316	Connections ELL Teacher Resource: Vocabulary Flashcards  Connections Teacher Wraparound Edition: ELL Support: Write	Connections ELL Teacher Resource, page(s) 19  Connections Teacher Wraparound Edition, page(s) 316
				-	9781531149598 9781531129781			
	(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	Teacher Only Teacher Only Teacher Only Teacher Only Student/Teacher	9781531149598 978153112781 9781531149598 9781531149598 9781531129781 9781531149598	316	Connections Teacher Wraparound Edition: ELL Support: Write  Connections ELL Teacher Resources: Graphic Organizers Frayer  Model	Connections Teacher Wrsparound Edison, page(s) 316.  Connections ELL Teacher Resources, page(s) 50
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 to the ELL to meet prade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scatfolded) commensurate with the student's level of English language proficiency. For kindergaten and grade apply until the student has reached the stage of spenerating original written text using a standard		(ii) write using content-based grade-level vocabulary		Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Student/Teacher	9781531149598 9781531129781 9781531149599	316	Connections Teacher Wraparound Edition: ELL Support: Write  Connections ELL Teacher Resources: Graphic Organizers Frayer	Connections Teacher Winparound Edition, page(a) 318
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 to the ELL to meet prade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scatfolded) commensurate with the student's level of English language proficiency. For kindergaten and grade apply until the student has reached the stage of spenerating original written text using a standard		(ii) write using content-based grade-level vocabulary		Teacher Only Teacher Only Teacher Only Teacher Only Student/Teacher	9781531149598 9781531129781 9781531149598 9781531149598 9781531129781 9781531149598	316	Connections Teacher Wraparound Edition: ELL Support: Write  Connections ELL Teacher Resources: Graphic Organizers Frayer  Model	Connections Teacher Wraparound Edition, page(s).316  Connections ELL Teacher Resources, page(s) 50
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 control areas. ELLs may be at the beginning, intermediate, advanced, or advanced in prior of the ELL to meter grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scatfolded) commensurate with the student's level of English language proficiency. For kindergaten and grade apply until the student has reached the stage of generating original written text using a standard		(ii) write using content-based grade-level vocabulary		Teacher Only Teacher Only Teacher Only Teacher Only Student/Teacher Student/Teacher Student/Teacher	9781531149598 978153112781 9781531149598 9781531129781 9781531129781 9781531129781	316	Connections Teacher Wraparound Edition: ELL Support: Write  Connections ELL Teacher Resources: Graphic Organizers Frayer  Model	Connections Teacher Wraparound Edition, page(s) 316  Connections ELL Teacher Resources, page(s) 50

	Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Item Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the location for electronic programs
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The control training of the c					Topohor Only				
Control   Cont									
State   Stat	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 met grade-level learning expectations across foundation in writing. In order for the ELL on met canso fundation of elivered in English must be linguistically accommodated folded ocommensurate 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 the stage of the stage of the student has reached the stage of t	accuracy, and employ English spelling patterns and rules with increasing accuracy as more	(i) spell familiar English words with increasing accuracy	T: K=12 S: 6-12	Student/Teacher	9781531135096 9781531149536	467	Connections Writing & Language Student Edition: Spelling Patterns	Connections Writing & Language Student Edition page(s) 467.
Service Control of the Control of	generating original written text using a standard writing system. The student is expected to:								
Company   Comp						0794524425000			
Control   Cont						9781531135096 9781531149536	332	Connections Writing & Language Student Edition: first paragraph	Connections Writing & Language Student Edition page(s) 332
Company   Comp									
The control of the co							10	Connections El L. Toocher Parausses Vessbulgs Flashess	Connections ELL Topober Resource(-) 40
Section of the control control segret product of the control					-	9781531149598		•	
Sometime and large product of the control of the c						9781531129781 9781531149598	18	Connections ELL Teacher Resource: Vocabulary Memory	Connections ELL Teacher Resource, page(s) 18
Signature for the process of the pro									
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Supplied Factors (1998) Suppli	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, and a specific purpose and sudence in all contents areas. ELLs may be at the beginning, or 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 (communicate), esquenced, and scalidided) commensurate with the student's level of English to commensurate with the student's level of English to commensurate with the student's level of English to commensurate with the student seek of the English Communication of	accuracy, and employ English spelling patterns and rules with increasing accuracy as more	(ii) employ English spelling pattern with increasing accuracy as more English is acquired		Student/Teacher	9781531149536	467	Connections Writing & Language Student Edition: Spelling Patterns	Connections Writing & Language Student Edition page(a).467.
Subserf Teacher Service Servic					Student/Teacher	9781531135096	332	Connections Writing & Language Student Edition: first paragraph	Connections Writing & Language Student Edition page(s) 332
Teacher Chry  Te					Student/Teacher	9/01031149030			
Teacher City  Te						0704524420704			
Teacher Coty  (S) Cross-curricular records larguage accuration withing a Larguage Student Edition specified by accuracy, and employ English specings accuracy as more English is acquired communication. White is perfectly a specified by a specified specified by a					Teacher Only	9781531149598	19	Connections ELL Teacher Resource: Vocabulary Flashcards	Connections ELL Teacher Resource, page(s) 19
(ii) employ English sequence of singrage acquainforwhing. The ELL write in a rowley of accession forwhing. The ELL write in a rowley of accession forwhing. The ELL write in a rowley of accession forwhing. The ELL write in a rowley of accession forwhing. The ELL write in a rowley of accession forwhing. The ELL write in a rowley of the ELL to may be at the beginning accounts and access a specific pulpose and suddening accounts and accession accession and enrichment must be inquisitedly accommodiated (communicates) accommodiated accommodiated (communicates) accommodiated a					Teacher Only		18	Connections ELL Teacher Resource: Vocabulary Memory	Connections ELL Teacher Resource, page(s) 18
(S) Cross-curricular second language acquainton/writing, The ELL virtee in a variety of sequence of the experimental properties of the experimental propert						9/81531149598			
acceptation/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and suddence in all intermediate, advanced, or advanced for purpose and suddence in all intermediate, advanced, or advanced for purpose and suddence in all intermediate, advanced, or advanced for purpose and suddence in all intermediate, advanced, or advanced for purpose and suddence in all intermediate, advanced, or advanced for plants on the student is empty English spelling patients or the ELL time the student is empty and the student is empty and the student is empty and the student is expected for English spelling patients and early according to the student is expected for English spelling patients and early according to the student is expected for English spelling patients and early according to the student is expected for English spelling patients and early according to the student is expected for English spelling patients and early according to the student is expected for English spelling patients and early according to the student is expected for English spelling patients and early according to the student is expected for English spelling patients and early according to the student is expected for English spelling patients and early according to the student is expected for English spelling patients and early according to the student is expected for English spelling patients and early according to the student is expected for English spelling patients and early according to the student is expected for English spelling patients and early according to the student is expected for English spelling patients and early according to the student is expected for English spelling patients and early according to the student is expected for the student is expected for English spelling patients and early according to the student is expected for the student is expected for English spelling patients and early according to the student is expected for the student is expected for the student is expec					Teacher Only				
Student Feacher   9781531149536   302   Connections Virting of Englage Outcern Color Inter planging in Connections Virting of Englage Outcern Color Inter planging in Connections Virting of Englage Outcern Color Inter planging in Connections Virting of Englage Outcern Color Inter planging in Connections Virting of Englage Outcern Color Inter planging in Connections Virting of Englage Outcern Color Interpretation Color Interpre	acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELL amy be at the beginning, intermediate, advanced, or advanced high stage of the ELL or the properties of the ELL or met grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicate, sequenced, and scatidided) commensurate with the student's level of English language proficency. For kindergarient and grade apply until the student has reached the stage of generating original written text using a standard generating original written text sing a standard.	accuracy, and employ English spelling patterns and rules with increasing accuracy as more	(iii) employ English spelling rules with increasing accuracy as more English is acquired		Student/Teacher	9781531135096 9781531149536	467	Connections Writing & Language Student Edition: Spelling Patterns	Connections Writing & Language Student Edition page(s) 467
Student/Teacher   Student/Teacher   Student/Teacher					Student/Teacher	9781531135096	332	Connections Writing & Language Student Edition: first paragraph	Connections Writing & Language Student Edition page(s) 332
Student/Teacher  Student/Teacher  9781531129781 Teacher Only 978153114998 Teacher Only 9781531149981 Teacher Only 978153114998 Teacher Only 9781531149598 Teacher Only 9781531149598 Teacher Only						9701031149536			
Teacher City 9781531149598 19 Connections ELL Teacher Resource, pages 19 Teacher City 9781531149598 18 Connections ELL Teacher Resource, pages 19 Teacher City 9781531149598 18 Connections ELL Teacher Resource, pages 18 Teacher City 9781531149598 18 Connections ELL Teacher Resource, pages 18					Student/Teacher	0704504400704			
Teacher Only 9781531129781 18 Connections ELL Teacher Resource: Vocabulary Memory Connections ELL Teacher Resource, page(s) 18 Teacher Only Teacher Only					Teacher Only	9781531149598	19	Connections ELL Teacher Resource: Vocabulary Flashcards	Connections ELL Teacher Resource, page(s) 19
Teacher Only					Teacher Only	9781531129781 9781531149598	18	Connections ELL Teacher Resource: Vocabulary Memory	Connections ELL Teacher Resource, page(s) 18
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					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
(5) Cross-curricular second language agraphicon withing. The ELL writes in a variety of forms with increasing accuracy of effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language exception in writing. In order expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicate), sequenced, and scatifolded) (inclination) and enrichment curriculum, plantituding delivered in English language proficiency. For kindergarten and grade 1, certain of these student expectations do not	(D) edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grads-level expectations as more English is acquired.	(i) adil writing for standard grammar and usage, including subject-with agreement commensurate with grade-level expectations as more English is acquired	T: K-12 S: 6-12	Student/Teacher	9781531129781 9781531149598	72	Connections ELL Resource Proofreading Checklist	Connections ELL Resource Proofreading Checklist, page(s) 72
apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:					0704524420742			
				Student/Teacher	9781531129743 9781531149581	240	Connections ELA Student Edition Language: Subject-Verb Agreement	Connections ELA Student Edition Language page(s) 240
				Student/Teacher Student/Teacher				
				Student/Teacher Teacher Only	9781531129781	403	Connections Teacher Wraparound Edition: ELL Support: Second Peer	Connections Teacher Wraparound Edition, page(s) 403
					9781531149598 9781531129781		Review Checklist Connections Teacher Wraparound Edition: ELL Support: Revising and	
				Teacher Only	9781531149598	297	Editing	Connections Teacher Wraparound Edition, page(s) 297
				Teacher Only	9781531129781 9781531149598	240	Connections Teacher Wraparound Edition: Language: Subject-Verb Agreement	Connections Teacher Wraparound Edition, page(s) 240
				Teacher Only				
(5) Cross-curricular second language acquisition withing. 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 intervation delivered in English must be linguistically accommodated nucleus and accommodated commensurate with the students 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 writine text using a standard writing system. The student is expected to:	(D) edit writing for standard grammar and usage, including subject-with agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired	(ii) edit writing for standard grammar and usage, including pronoun agreement, commensurate with grade-level expectations as more English is acquired	T: K-12 S: 6-12	Student/Teacher	9781531129743 9781531149591	240	Connections ELA Student Edition Language: Subject-Verb Agreement	Connections ELA Student Edition Language page(s) 240
				Student/Teacher	9781531129781 9781531149598	72	Connections ELL Teacher Resource: Proofreading Checklist	Connections ELL Teacher Resource, page(s) 72
				Student/Teacher Student/Teacher				<u> </u>
				Student/Teacher Teacher Only	9781531129781	403	Connections Teacher Wraparound Edition: ELL Support: Second Peer	Connections Teacher Wraparound Edition, page(s) 403
					9781531149598 9781531129781		Review Checklist  Connections Teacher Wraparound Edition: ELL Support: Revising and	
				Teacher Only	9781531129781 9781531149598	297	Editing Edition: ELL Support: Revising and	Connections Teacher Wraparound Edition, page(s) 297
				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 inauguage acquisition in writing. In order expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and cardioided) commencurate with the student's level of English language proficiency. For kindergarter and grades apply until the student has reached the stage of generating original writine text using a standard writing system. The student is expected to:	(D) edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired.	(III) edit writing for standard grammar and usage, including appropriate verb tenses, commensurate with grade-level expectations as more English is acquired	T: K-12 S: 6-12	Student/Teacher	9781531135096 9781531149536	339	Connections Writing & Language Student Edition: Verb Tense	Connections Writina & Language Student Edition page(s) 339
				Student/Teacher	9781531135096 9781531149536	337	Connections Writing & Language Student Edition: Six Problem Verbs	Connections Writing & Language Student Edition page(s) 337
				Student/Teacher				
				Student/Teacher	9781531129781		Connections Teacher Wraparound Edition: ELL Support: Second Peer	
				Teacher Only	9781531129761 9781531149598 9781531129781	403	Review Checklist Connections Teacher Wraparound Edition: ELL Support: Security Feel Connections Teacher Wraparound Edition: ELL Support: Revising and	Connections Teacher Wraparound Edition, page(s) 403
				Teacher Only	9781531129781 9781531149598	297	Editing	Connections Teacher Wraparound Edition, page(s) 297
				Teacher Only Teacher Only				
				Todalia Olly				

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Item Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the location for electronic programs
(5) Cross-curricular second language exqualistion/variting. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audence in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acqualistion in writing, in order for the ELL to meet grade level learning curriculum, all internation delivered in English must be linguistically accommodated (communicated, sequenced, and scafdided) commensurate with the student's level of English language proficiency, For kindeprate and grade 1, certain of these student expectations do not apply until the student has reached the stage of getting or only all the students are used.	(E) employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations such as (i) using correct verbs, tenese, and pronouns/antecedents; (ii) using possessive case (apostrophe -s) correctly, and, (iii) using paguitives and contractions correctly.	(i) employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations	T; K-12 S: 8-12	Student/Teacher	9781531135096 9781531149536	315	Connections Writing & Language Student Edition: The Uses of Subordinate Clauses	Connections Writing & Language Student Edition page(s) 315
				Student/Teacher	9781531135096 9781531149536	325	Connections Writing & Language Student Edition: Complex Sentences	Connections Writing & Language Student Edition page(s) 325
				Student/Teacher	9/8/53/149536			
				Student/Teacher	9781531129781		Connections Teacher Wraparound Edition: ELL Support: Second Peer	
				Teacher Only	9781531149598	403	Review Checklist	Connections Teacher Wraparound Edition, page(s) 403
				Teacher Only	9781531129781 9781531149598	297	Connections Teacher Wraparound Edition: ELL Support: Revising and Editing	Connections Teacher Wraparound Edition, page(s) 297
				Teacher Only Teacher Only				
(5) Cross-curricular second language appainted withing. The ELL writes in a variety of torms with increasing accuracy by effectively address a specific purpose and audence in all content vareas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquaistion in writing, in notest expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, separence, and actenditively) in the communication of the comm	(F) write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in necessity accurate ways as more English is acquired.	(i) write using a variety of grade-appropriate sentence lengths in increasingly accurate ways as more English is acquired  (ii) The second of	T: K-12 S: 6-12	Student/Teacher	9781531135096 9781531149536 97815311135096	315	Connections Writing & Language Student Edition: The Uses of Subordinate Clauses	Connections Writing & Language Student Edition page(s) 315
				Student/Teacher	9781531135096 9781531149536	325	Connections Writing & Language Student Edition: Complex Sentences	Connections Writing & Language Student Edition page(s) 325
				Student/Teacher Student/Teacher				
				Teacher Only	9781531129781 9781531149598	403	Connections Teacher Wraparound Edition: ELL Support: Second Peer Review Checklist	Connections Teacher Wraparound Edition, page(s) 403
				Teacher Only	9781531129781	297	Connections Teacher Wraparound Edition: ELL Support: Revising and	Connections Teacher Wraparound Edition, page(s) 297
				Teacher Only	9781531149598		Editing	
				Teacher Only				
(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively control of the contro	(F) write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired.	(ii) write using a variety of grade-appropriate sentence patterns in increasingly accurate ways as more English is acquired	T: K-12 S: 6-12	StudenI/Teacher	9781531135096 9781531149536	315	Connections Writing & Language Student Edition: The Uses of Subordinate Clauses	Connections Writing & Language Student Edition page(s) 315
				Student/Teacher	9781531135096 9781531149536	325	Connections Writing & Language Student Edition: Complex Sentences	Connections Writing & Language Student Edition page(s) 325
				Student/Teacher	9701031149536			
				Student/Teacher	9781531129781		Connections Teacher Wraparound Edition: ELL Support: Writing	
				Teacher Only	9781531149598 9781531129781	302	Prompt	Connections Teacher Wraparound Edition, page(s) 302
				Teacher Only	9781531149598	316	Connections Teacher Wraparound Edition: ELL Support: Write	Connections Teacher Wraparound Edition, page(s) 316
				Teacher Only Teacher Only				
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Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Item Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the location for electronic programs
(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audence in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order of the properties of the pro	(F) write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired.	(iii) write using a variety of grade-appropriate connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired	T: K-12 S: 6-12	Student/Teacher	9781531135006 9781531149536	274	Connections Writing & Language Student Edition: Conjunctions	Connections Writing & Language Student Edition page(s) 274
				Student/Teacher	9781531135096 9781531149536	317	Connections Writing & Language Student Edition: Subordinating Conjunctions	Connections Writing & Language Student Edition page(s) 317
				Student/Teacher	9781531129743 9781531149581	39	Connections ELA Student Edition Using Transitions	Connections ELA Student Edition Using Transitions page(s) 39
				Student/Teacher	9781531129781		Connections Teacher Westerand Edition: ELL Suprest Western	
				Teacher Only	9781531129781 9781531149598 9781531129781	302	Connections Teacher Wraparound Edition: ELL Support: Writing Prompt	Connections Teacher Wraparound Edition, page(s) 302
				Teacher Only	9781531129781 9781531149598 9781531129781	316	Connections Teacher Wraparound Edition: ELL Support: Write	Connections Teacher Wraparound Edition, page(s) 316
				Teacher Only	9781531129781 9781531149598	38	Connections Teacher Wraparound Edition: Language: Using Transitions	Connections Teacher Wraparound Edition, page(s) 38
				Teacher Only				
(6) Cross-curricular second language acquisition/wing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all properties of the properties of the properties of the intermediate, advanced, or advanced high stage of English sharquage acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation in writing. In order for the ELL to meet grade-level learning expectations across foundation or writing. In expectations across foundation or writing in communicated, sequenced, and scaffolded; communicated, sequenced, and scaffolded; communicated, sequenced, and scaffolded of the properties of the student's level of English language proficiency. For kindegreater and grade 1, certain of these student expectations do not organized to the properties of the properties of the generating original written text using a standard writing system. The student is expected to:	(G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired	(i) narrate with increasing specificity and detail to fulfill content area writing needs as more English is acquired	T: K-12 S: 6-12	Student/Teacher	9791531129781 9781531149598	69	Connections ELL Teacher Resource: Narrative Writing Revision Checklist	Connections ELL Teacher Resource, page(s) 69
				Student/Teacher	9781531135096 9781531149536	129	Connections Writing & Language Student Edition: Writing a Personal Narrative	Connections Writing & Language Student Edition page(s) 129
				Student/Teacher Student/Teacher				
				Teacher Only	9781531129781 9781531149598	21	Connections ELL Teacher Resource: Retell Summarize	Connections ELL Teacher Resource, page(s) 21
				Teacher Only	9781531129781 9781531149598	368	Based Assessments- Write an Interpretation of The Things They	Connections Teacher Wraparound Edition, page(s) 368
				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 audence in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English tanguage acquisition in writing. In order for the ELL to meet grade-level learning in curriculum, all instruction delivered in English must be linquisitically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergeters and grade 1, certain of these student expectations do not paply with the sudent has eached the stage of many control of the second of the stage of the stage of the stage of writing system. The student is expected to:	(G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired	(ii) describe with increasing specificity and detail to fulfill content area writing needs as more English is acquired	T: K-12 S: 6-12	Student/Teacher	9781531129781 9781531149598	69	Connections ELL Teacher Resource: Narrative Writing Revision Checklist	Connections ELL Teacher Resource, page(s) 69
				Student/Teacher	9781531135096 9781531149536	129	Connections Writing & Language Student Edition: Writing a Personal Narrative	Connections Writing & Language Student Edition page(s) 129
				Student/Teacher Student/Teacher				
				Teacher Only	9781531129781 9781531149598	21	Connections ELL Teacher Resource: Retell Summarize	Connections ELL Teacher Resource, page(s) 21
				Teacher Only	9781531149598 9781531129781 9781531149598	368	Based Assessments- Write an Interpretation of The Things They	Connections Teacher Wraparound Edition, page(s) 368
				Teacher Only	0.0.001140000		* ' '	
				Teacher Only				

§74.4. English Language Proficiency Standards: English

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Item Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the location for electronic programs
(6) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELL may be at the beginning, intermediate, advanced, or advanced high stander of the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language profesioney. For kindergrafen and grade 1, certain of these students even the student's level of any play with the subdern thas reached the stage of the students are subderned to the students.	(G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired	(iii) explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired	T: K-12 S: 6-12	Student/Teacher	9781531129781 9781531149598	69	Connections ELL Teacher Resource: Narrative Writing Revision Checklist	Connections ELL Teacher Resource, page(s) 69
				Student/Teacher	9781531135096 9781531149536	129	Connections Writing & Language Student Edition: Writing a Personal Narrative	Connections Writing & Language Student Edition page(s) 129
				Student/Teacher				
				Student/Teacher				
				Teacher Only	9781531129781 9781531149598	21	Connections ELL Teacher Resource: Retell Summarize	Connections ELL Teacher Resource, page(s) 21
				Teacher Only	9781531129781 9781531149598	368	Based Assessments- Write an Interpretation of The Things They	Connections Teacher Wraparound Edition, page(s) 368
				Teacher Only				
				Teacher Only				