English Language Proficiency Standard	English Language Proficiency Standards (ELPS): Student/Teacher Material						
Subject	Subject Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading						
Subchapter	Subchapter C. High School						
Course	§110.39. English IV (One Credit), Adopted 2017						
Publisher	Perfection Learning Corporation						
Program Title	Texas Connections Grade 12						
Program ISBN	9781531149253						
Program Title (identical content)	Texas Connections Grade 12 (online only)						
Program ISBN (identical content)	9781531149260						
(a) Introduction							

- (1) The English Insquage proficency standards in this section curine English Insquage proficency pr

(b) School district responsibilities.

This section is not applicable to this document, but can be found at http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074s.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
Control Cont	The ELL uses language learning strategies to develop an awareness on 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 detivered in English must be linguistically accommodated (communicated, sequenced, and scalfolded) commensurate with the students level of English language	(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/Tescher	9781531149536	481	Connections Writing & Language Student Edition: Use Your Prior Knowledge	Connections Writing & Language Student Edition page(s) 481
					Student/Teacher		8	Connections ELA Student Book: Preview Concepts List	Connections ELA Student Book page(s) 8
Company						9/81531149611			
Company Comp					Student/Teacher				
The color of the color larger part part of the color of					Teacher Only	9781531129842	235	Connections Teacher Wraparound Edition: Essential Question	Connections Teacher Wraparound Edition, page(s) 235
Comment of the special control of the special					Topohor Only	9781531129842	229	Connections Teacher Wraparound Edition: ELL Support Preview	
The contract and region to control and a service of the control						9781531149628	230	Vocabulary	Connections reaction whaparound Edition, page(s) 230
The table support from the support from the part of									
The control of the co	The ELL uses larguage learning strategies to develop an awareness on his or her own learning processes in all content areas. In order the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scallolded) commensurate with the students level of English language	(A) use prior knowledge and experiences to understand meanings in English	(ii) use prior experiences to understand meanings in English	T: K-12 S: 8-12	Student/Teacher	9781531149536	481	Connections Writing & Language Student Edition: Use Your Prior Knowledge	Connections Writing & Language Student Edition page(s), 481
Company of the property of t					Student/Teacher	9781531129804	252	Connections ELA Student Book: Preview Concepts	Connections ELA Student Book page(s) 252
The state of the s					Student/Teacher	9701031149011			
Contract and Impact of the Contract According Segment According					Student/Teacher				
Contract according age particular of graphs and graphs according age particular of graph					Teacher Only	9781531129842 9781531149628	9	Connections Teacher Wraparound Edition: Preview Concepts	Connections Teacher Wraparound Edition, page(s) 9
The contraction of the production of a production of the productio					Teacher Only	9781531129842	7	Connections Teacher Wraparound Edition: Introduction Suggestions 2	Connections Teacher Wraparound Edition, page(s) 7
Consecuration records begang recognished and contract the part of the contract proposed and contract					Teacher Only	9/81531149628			
The ELL is the large-place and an internal suppose production and employed control and expending suppose production and employed suppose production and					Teacher Only				
Solider Teacher Contractive	The ELL uses language learning strategies to develop an awareness or his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language	(B) monitor oral and written language production and employ self-		T: K-12	Student/Teacher	9781531129804 9781531149811	111	Connections ELA Student Book: Steps for Peer Review	Connections ELA Student Book page(s) 111
Contract Record Contract R					Sturlant/Teacher	9781531129804	131	Connections EL & Student Book: Speak and Listen	Connections ELA Student Book name(s) 131
Sequence of the control of the contr					Olddelle Tederici	9781531149611	101	CONTROLING EDY CHOCK DOOR OPEN AND EDICH	South Associate East College (1971)
Teacher Coly Te					Student/Teacher				
Facility of the content and the product of the content and t									
Tender On Tender Corp. (1) Cross-curricular second language acquisition/learning streeges, the office and services of the ser					Student/Teacher	9781531129842 9781531149828	10	Connections ELL Teacher Resource: Corrective Feedback	Connections ELL Teacher Resource, page(s) 10
(1) Cross-curricular second language acquidationleaming strategies to develop an autorescent of the control and supplied to develop an autorescent of the control and supplied to develop an autorescent of the control and substitution of the control and su					Student/Teacher Teacher Only	9781531149628 9781531129842			
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The ELL uses targuage learning strategies to develop an assertees of his to the own learning processes and content areas. No other for the and reinformed curriculum, and practical expension of the content areas. No office for the and reinformed curriculum, and practical expension of the content areas. No office for the and reinformed curriculum, and practical expension of the content area. No office for the and reinformed curriculum, and practical expension of the content area. No office for the and reinformed curriculum, and practical expension of the content area. No office for the and scalablest) commenceurate with the student's level of English imaginary proficers, The student's seveled for the severed for. Student' Teacher Student' Rook Student' Teacher Student'					Student/Teacher Teacher Only Teacher Only Teacher Only	9781531149628 9781531129842			
Soldert Recorder Student Teacher Student Teacher Student Teacher Student Teacher Student Teacher Teacher Conly 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 781531125842 7815311258	The ELL uses language learning strategies to develop an awareness or his or her own learning processes in all content areas, in order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language.	(8) monitor and and written language production and emptoy self- corrective techniques or other resources	monitor written language production and employ self-corrective techniques or other resources.	NA NA	Student/Teacher Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only	9781531149628 9781531129842 9781531149628	10	Connections ELL Teacher Resource: Language rich Environment	Connections EU. Teacher Resource, page(s) 10
Student Teacher Student Teacher Student Teacher Student Teacher Student Teacher Student Teacher Teacher Chip 978151113842 18 Connections ELL Teacher Resource, Teaching Vocabulary Connections ELL Teacher Resource, Teacher Unique Teacher Chip 978151113842 29 Connections Teacher Wingspround Edition, pages 20 Teacher Chip 978151113842 19 Connections ELL Teacher Resource, Support of Teaching ELLs in Connections ELL Teacher Resource, Support of Teaching ELLs in Connections ELL Teacher Resource, Support of Teaching ELLs in Connections ELL Teacher Resource, Support of Teaching ELLs in Connections ELL Teacher Resource, Support of Teaching ELLs in Connections ELL Teacher Resource, Support of Teaching ELLs in Connections ELL Teacher Resource, Support of Teaching ELLs in Connections ELL Teacher Resource, Support of Teaching ELLs in Connections ELL Teacher Resource, Support of Teaching ELLs in Connections ELL Teacher Resource, Support of Teaching ELLs in Connections ELL Teacher Resource, Support of Teaching ELLs in Connections ELL Teacher Resource, Support of Teaching ELLs in Connections ELL Teacher Resource, Support of Teaching ELLs in Connections ELL Teacher Resource, Support of Teaching ELLs in Connections ELL Teacher Resource, Support of Teaching ELLs in Connections ELL Teacher Resource, Support of Teaching ELLs in Connections ELL Teacher Resource, Support of Teaching ELLs in Connections ELL Teacher Resource, Support of Teaching ELLs in Connections ELL Teacher Resource, Support of Teaching ELLs in Connections ELL Teacher Resource, Support of Teaching ELLs in Connections ELL Teacher Resource, Support of Teaching ELLs in Connections ELL Teacher Resource, Support of Teaching ELLs in Connections ELL Teacher Resource, Support of Teaching ELLs in Connections ELL Teacher Resource, Support of Teaching ELLs in Connections ELL Teacher Re	The ELL uses language learning strategies to develop an awareness. In order for the built of her own learning processes an all content areas. In order for the and enrichment curriculum, all restruction delivered in English must be linguistically accommodated, communicated, sequenced, and scalidated; commensurate with the students level of English has produced by the students are severely an experimental producing. The students is expected and producing or multiple sequences are severely as the students are severely assessment in the students are severely assessment as the students are severely experimentally assessment as the students are severely experiment as the students are severely experimentally assessment as the students are severely experiment as the seve	corrective techniques or other resources (C) use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grand-level vocabulary.	techniques or other resources (i) use strategic fearning techniques to acquire basic and grade-level	T: K-12	Studenti Feacher Teacher Only NA	9781531149628 9781531129842 9781531149628 NA NA 9781531129804 9781531129804 9781531149611	10 NA	Connections ELL Teacher Resource: Language rich Environment NA	Connections ELL Teacher Resource_capetil 10 NA
Teacher Only 9781531149842 18 Connections ELL Teacher Resource: Teaching Vocabulary Connections ELL Teacher Resource: Teaching Vocabulary Connections ELL Teacher Resource: Teaching Vocabulary Connections ELL Teacher Resource: Date of the Virginia of the	The ELL uses language learning strategies to develop an awareness. In other for the basis of her own learning processes, and accreted reases. In other for the and enrichment curriculum, all instruction delivered in English must be inquisited sysceromizated, sequenced, and scalidated; commensurate with the students level of English language professory. The subsent is supported to the subsent sequence of the subs	corrective techniques or other resources (C) use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grand-level vocabulary.	techniques or other resources (i) use strategic fearning techniques to acquire basic and grade-level	T: K-12	Student/Teacher Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only NA NA Student/Teacher	9781531149628 9781531129842 9781531149608 NA NA 9781531129804 9781531129804	10 NA 148	Connections ELL Teacher Resource: Language rich Environment NA NA Connections ELA Student Book: Characterization of the Creature	Connections ELL Teacher Resource, page 13, 10 NA NA Connections ELA Student Book page (s) 148
Teacher Only STRISS1149628 29 Connections Extended Protection (Faculty Vision Connection Extended Protection Connection	The ELL uses language learning strategies to develop an awareness. In other for the basis of her own learning processes, and accreted reases. In other for the and enrichment curriculum, all instruction delivered in English must be inquisited sysceromizated, sequenced, and scalidated; commensurate with the students level of English language professory. The subsent is supported to the subsent sequence of the subs	corrective techniques or other resources (C) use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grand-level vocabulary.	techniques or other resources (i) use strategic fearning techniques to acquire basic and grade-level	T: K-12	Student/Teacher Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Student/Teacher Student/Teacher	9781531149628 9781531129842 9781531149608 NA NA 9781531129804 9781531129804	10 NA 148	Connections ELL Teacher Resource: Language rich Environment NA NA Connections ELA Student Book: Characterization of the Creature	Connections ELL Teacher Resource, page 1). 13 NA NA Connections ELA Student Rook page (s) 148.
Teacher Only 9781531149608 29 Connections teacher wispercure colors, pages 29 Teacher Only 978153112942 19 Connections Woodshallow Festive Appoint Teaching ELLs in Connections ELL Teacher Resource, pages (1) and the Connections ELL Teacher Resource,	The ELL uses language learning strategies to develop an awareness. In other for the basis of her own learning processes, and accreted reases. In other for the and enrichment curriculum, all instruction delivered in English must be inquisited sysceromizated, sequenced, and scalidated; commensurate with the students level of English language professory. The subsent is supported to the subsent sequence of the subs	corrective techniques or other resources (C) use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grand-level vocabulary.	techniques or other resources (i) use strategic fearning techniques to acquire basic and grade-level	T: K-12	Student/Teacher Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher	9781531149628 9781531129862 9781531149608 NA NA 9781531129804 9781531129804 9781531149611	10 NA 148	Connections ELL Teacher Resource: Language rich Environment NA NA Connections ELA Student Book: Characterization of the Creature Connections ELA Student Book: Definition Chart	Connections ELA Taucher Resource, pagetál 10 NA NA Connections ELA Student Book pagetál 148 Connections ELA Student Book pagetál 148 Connections ELA Student Book pagetál 200
Teacher Only 978153112842 19 Connections ELL Teacher Resource. Support for Teaching ELLs in Connections CLL Teacher Resource. Support for Teaching ELLs in Connections ELL Teacher Resource. page (5) 19 Connections ELL Teacher Resource. page (5) 19	The ELL uses language learning strategies to develop an awareness. In other for the basis of her own learning processes, and accreted reases. In other for the and enrichment curriculum, all instruction delivered in English must be inquisited sysceromizated, sequenced, and scalidated; commensurate with the students level of English language professory. The subsent is supported to the subsent sequence of the subs	corrective techniques or other resources (C) use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grand-level vocabulary.	techniques or other resources (i) use strategic fearning techniques to acquire basic and grade-level	T: K-12	Student/Teacher Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher	9781531149628 9781531129862 9781531149628 NA NA 9781531129804 9781531149611 9781531149611	10 NA 148 290	Connections ELL Teacher Resource: Language rich Environment NA NA Connections ELA Student Book: Characterization of the Creature Connections ELA Student Book: Definition Chart Connections ELA Student Book: Definition Chart	Connections ELA Teacher Resource_pagetis 10 NA NA Connections ELA Student Book pagetis 148 Connections ELA Student Book pagetis 290
	The ELL uses language learning strategies to develop an awareness. In other for the basis of her own learning processes, and accreted reases. In other for the and enrichment curriculum, all instruction delivered in English must be inquisited sysceromizated, sequenced, and scalidated; commensurate with the students level of English language professory. The subsent is supported to the subsent sequence of the subs	corrective techniques or other resources (C) use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grand-level vocabulary.	techniques or other resources (i) use strategic fearning techniques to acquire basic and grade-level	T: K-12	Student/Teacher Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher	9781531149628 9781531129842 9781531149628 NA NA 9781531129804 9781531129804 9781531129804 9781531129804 9781531129804 9781531129804 9781531129804 9781531129804 9781531129804 9781531129804 9781531129804 9781531129804 9781531129804	10 NA 148 290	Connections ELL Teacher Resource: Language rich Environment NA NA Connections ELA Student Book: Characterization of the Creature Connections ELA Student Book: Definition Chart Connections ELA Student Book: Definition Chart Connections ELA Student Book: Definition Provided Pro	Connections ELI Teacher Resource, page(s) 10 NA NA Connections ELA Student Book page(s) 148 Connections ELA Student Book page(s) 200 Connections ELA Student Book page(s) 18
	The ELL uses language learning strategies to develop an awareness. In other for the basis of her own learning processes, and accreted reases. In other for the and enrichment curriculum, all instruction delivered in English must be inquisited sysceromizated, sequenced, and scalidated; commensurate with the students level of English language professory. The subsent is supported to the subsent sequence of the subs	corrective techniques or other resources (C) use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grand-level vocabulary.	techniques or other resources (i) use strategic fearning techniques to acquire basic and grade-level	T: K-12	Student/Teacher Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher	9781531149628 9781531129862 9781531149608 NA NA 9781531129804 9781531129804 9781531149811 9781531149811 9781531149812 978153114982 978153114982 978153114982 978153114982 978153114982	10 NA 148 290	Connections ELL Teacher Resource: Language rich Environment NA NA Connections ELA Student Book: Characterization of the Creature Connections ELA Student Book: Definition Chart Connections ELL Teacher Resource: Teaching Vocabulary Connections ELL Teacher Resource: Teaching Vocabulary Connections ELL Teacher Resource: Support for Teaching ELLs in	Connections ELI Teacher Resource, page(s) 10 NA NA Connections ELA Student Book page(s) 148 Connections ELA Student Book page(s) 220 Connections ELA Student Book page(s) 128 Connections ELI Teacher Resource, page(s) 18 Connections ELI Teacher Resource, page(s) 18 Connections ELI Teacher Wingspround Edition, page(s) 28

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) Crose-connoise second language and similar hearing strategies. The ELL uses braguage learning strategies to divelop an awareness of his or her our learning processes in a content ranse. In confer for the ELL to meet grade-level learning expectations across the foundation and enrichment cumulatural, all extraction deliverse in English most be added to the content of the cont	(D) speak using learning strategies such as requesting assistance, employing non-verbal cuss, and using synoryms and circumiccusion (converge) desta by defining or describing when exact English words are not fercean)	(i) speak using learning strategies	T: K-12 S: 8-12	Student/Teacher	9781531129804 9781531149611	413	Connections ELA Student Book: Speak and Listen	Connections ELA Student Book page(s), 413
				Student/Teacher	9781531129804 9781531149611	37	Connections ELA Student Book: Speak and Listen	Connections ELA Student Book page(s) 37
				Student/Teacher Student/Teacher				
				Teacher Only	9781531129842 9781531149628 9781531129842	34	Connections Teacher Wraparound Edition: ELL Support Speak and Listen Connections Teacher Wraparound Edition: Remediation Speak and Listen	Connections Teacher Wraparound Edition, page(s) 34
				Teacher Only Teacher Only	9781531149628	170	Listen	Connections Teacher Wraparound Edition, page(s) 170
(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the content of the content of the content of the content of the content or con	(E) internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment	(i) internalize new basic language by using and reusing it in meaningful ways in speaking activities that build concept and language attainment	NA NA	Teacher Onlv	NA NA	NA	NA	NA
(1) Cross-curricular second language acquisition/learning strategies. The ELL ones language learning strategies to divelop an assureress of ELL to meet upon the control of	(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 attenment.	(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
(1) Cross-curricular second language acquisition/learning strategies. The ELL uses barquage learning strategies to develop an awareness of the ELL to meet a production and enrichment curriculum, all instruction delivered in English must be linguisitically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The addent is expected.	(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 attenment.	(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
(1) Cross-curricular second tanguage acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of this of the own learning processes in all octient states. In dead for the and enrichment curriculum, all retraction delivered in English must be injustically accommodated (communicated, sequenced, and scalfolded) commensurate with the students level of English language proficiency. The address level of English language proficiency. The address level of English language proficiency. The address level communicated.	(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.	(v) internalize new academic language by using and reusing it in meaningful ways in writing activities that build concept and language attainment.	NA NA	NA NA	NA NA	NA	NA .	NA .
(1) Cross-curricular second tanguage acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in a circular state. It used for the sand enrichment curriculum, all restruction delivered in English must be inquisitedly accommodated (communicated, sequenced and scalfolded) commensurate with the students level of English language proficiency. The auditor is expected and commensurated sequences are supported to the substantial state of the students are supported to the substantial state of t	(F) use accessible language and learn new and essential language in the process	(i) use accessible tanguage and learn new and essential tanguage in the process	T: K-12	Student/Teacher	9781531129842 9781531149628	50	Connections ELL Teacher Resource: Graphic Organizers Frayer Model	Connections EU. 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	9781531129842 9781531149628 9781531129842	18	Connections ELL Teacher Resource: Teaching Vocabulary	Connections ELL Teacher Resource, page(s) 18
				Teacher Only Teacher Only	9781531129842 9781531149628	178	Connections Teacher Wraparound Edition: Poetry Explication	Connections Teacher Wraparound Edition, page(s) 178
(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet groute-level learning propertations across the flouridation and enrichment curriculum, all restruction delivered in English must be impatically accommisdated, expensed, and applications across the content and separate content and separate services and separate services and separate services are serviced to the services and separate services are serviced to the services and services are serviced to the services and services are serviced to the services are servi	(G) demonstrate an increasing ability to distinguish between formal and informat 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	Teacher Only NA	NA NA	NA .	NA	NA NA
(1) Cross-curricular second tanguage acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or live own learning processes in all octient states. It used for the analysis of the strategies of th	(G) demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations	(ii) demonstrate an increasing knowledge of when to use (formal and informal English) commensurate with grade-level tearning expectations.	NA NA	NA NA	NA NA	NA	NA	NA .
(1) Cross-curricular second tanguage acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of this of the own learning processes in all ordered rates. I not for the and enrichment curriculum, all instruction delivered in English must be inguisitately accommodated (communicated, sequenced, and scalfolded) commensurate with the students level of English language proficiency. The suddent is expected.	(FI) develop and exposed reportion of learning strategies such as reasoning inductively or deductively, locking for patients in language, and shallyzing 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 acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced by this specific plan language acquisition in listening, in order for the ELL to need grade-level learning intermediate, deviced in Fight language is a proposed to the comprehension of communication of the communication of the communication of communication of the communication of the communication of the communication of the communication	(A) distinguish sounds and intonstion 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-curricular second language acquisition/listering. The ELL listens to a variety of speakers including teachers, peers, and electronic mediate to gain an increasing level of comprehension of newly intermediate, advanced, or advanced high stage of English language acquisition in instering, is order for the ELL to meet grade-feel learning intermediate, advanced, or advanced high stage of English language (communication), and the communication of the electronic mediate of communications, despersed, and confidency communicate with the student's level of English language proficiency. The student is expected for.	(A) distinguish sounds and intonstion 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 fistening. The ELL issues to a variety of speakers including basehers, peers, and the second of the seco	(B) recognize elements of the English sound system in newly acquired vicabulary such as long and short viowes, salent letters, and consonant durates	(i) recognize elements of the English sound system in newly acquired vocabulary	NA NA	NA .	NA	NA	NA .	NA
(2) Cross-curricular second language acquisition/listening. The ELL intents to a variety of speakers including basiners, peers, and restriction of the control of the co	(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	9781531129942 9781531149628	14	Connections ELL Teacher Resource: General Expressions For the Classroom	Connections ELL Teacher Resource, page(s) 14
				Student/Teacher	9781531129804 9781531149611	131	Connections ELA Student Edition: Speak and Listen	Connections ELA Student Edition page(s) 131
				Student/Teacher Student/Teacher				
				Teacher Only	9781531129842 9781531149628 9781531129842	10	Connections ELL Teacher Resource: Modeling	Connections ELL Teacher Resource, page(s) 10
				Teacher Only	9781531129842 9781531149628	10	Connections ELL Teacher Resource: Language rich Environment	Connections ELL Teacher Resource, page(s) 10
				Teacher Only Teacher Only				
(2) Cross-curricular second language expeliation/statering. The ELL sistem to a variety of speakers schading teachers, peers, and electronic media to gain an increasing level of comprehension of really acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in interieng in order for the ELL to meet gloss-level learning interies. The ELL to meet gloss-level learning interies of the ELL to meet gloss-level learning interies. The ELL to meet gloss-level learning interies of the ELL to meet gloss-level learning interies. The ELL to meet gloss-level learning interies of the ELL to meet gloss-level learning interies. The ELL to meet gloss-level learning interies are set to the 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 (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	9781531128842 9781531149628	14	Connections ELL Teacher Resource: General Expressions For the Classroom	Connections ELL Teacher Resource, page(s) 14
				Student/Teacher	9781531129804 9781531149611	131	Connections ELA Student Edition: Speak and Listen	Connections ELA Student Edition page(s) 131
				Student/Teacher Student/Teacher	9701031149011			
				Teacher Only	9781531129842 9781531149828	10	Connections ELL Teacher Resource: Modeling	Connections ELL Teacher Resource, page(s) 10
				Teacher Only	9781531149628 9781531129842 9781531149628	10	Connections ELL Teacher Resource: Language rich Environment	Connections ELL Teacher Resource, page(s) 10
				Teacher Only Teacher Only	3701301143020			
(2) Cross-curricular second language acquisition fistering. The ELL issees to a variety of speakers including learners, peers, and resident second peers of the property acquired language in all context and sec. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisation in issering, in order for the ELL to meet gloride-seriel saring including the ELL to meet gloride-seriel saring including the ELL to meet gloride-seriel saring including commonitation delivered in English must be inspatisably accommoditated (communication), despured, and scalifolded; commenquate with the students level of English language proficiency. The student is expected for.	(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	(iii) team basic vocabulary heard during classroom instruction and interactions.	T: K-12 S: 6-12	Student/Teacher	9781531129842 9781531149628	14	Connections ELL Teacher Resource: General Expressions For the Classroom	Connections Ett. Teacher Resource, page(s) 14
				Student/Teacher	9781531129804 9781531149611	131	Connections ELA Student Edition: Speak and Listen	Connections ELA Student Edition page(s):131
				Student/Teacher Student/Teacher				
				Teacher Only	9781531129842 9781531149628	10	Connections ELL Teacher Resource: Modeling	Connections ELL Teacher Resource, page(s) 10
				Teacher Only	9781531129842 9781531149628	10	Connections ELL Teacher Resource: Language rich Environment	Connections ELL Teacher Resource, page(s) 10
				Teacher Only Teacher Only				
(2) Cross-curricate record language and allocation listening. The ELL sistens is a variety of gestlens in clarifoly patients, peace, and electronic media to gain an increasing level of comprehension of really acquired language in all content areas. ELL amy be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in latening in order for the ELL to meet glossifice livelies and the electronic patients. The electronic patients are considered in the electronic patients and experienced and commonitated (communicates), sequenced, and seafficed commerciate with the students level of English language proficiency. The student is expected for.	(C) learn new language structures, expressions, and basic and scademic vocabulary heard during classroom instruction and streactions	(iv) learn academic vocabulary heard during classroom instruction and interactions	T: K-12 S: 6-12	Student/Teacher	9781531128842 9781531149628	14	Connections ELL Teacher Resource: General Expressions in the Classroom	Connections ELL Teacher Resource, page(s) 14
				Student/Teacher	9781531129804 9781531149611	131	Connections ELA Student Edition: Speak and Listen	Connections ELA Student Edition page(s) 131
				Student/Teacher Student/Teacher				
				Teacher Only	9781531129842 9781531149628	10	Connections ELL Teacher Resource: Modeling	Connections ELL Teacher Resource, page(s) 10
				Teacher Only	9781531149628 9781531129842 9781531149628	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
(2) Cross-curricular second language acquisition/listering. The ELL islams to a variety of speakers including teachers, peers, and language and expert	(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	9781531128804 9781531149611	170	Connections ELA Student Edition: Socratic Seminar	Connections ELA Student Edition page(s), 170
				Student/Teacher Student/Teacher	9781531129842 9781531149628	14	Connections ELL Teacher Resource: General Expressions in the Classroom	Connections ELL Teacher Resource, page(s) 14
				Student/Teacher Teacher Only	9781531129842	170	Connections Teacher Wraparound Edition: Socratic Seminar	Connections Teacher Wraparound Edition, page(s) 170
				Teacher Only	9781531149628 9781531129842 9781531149628	10	Remediation Connections ELL Teacher Resource: Corrective Feedback	Connections ELL Teacher Resource, page(s) 10
				Teacher Only Teacher Only				
(2) Once-curricular second language acquisive/distance; The ELL silarios to a variety of speakers including fleathors, perse, and electronic media to gain an increasing level of comprehension of newly acquired flanguage in all content sense. ELLs may be a the beginning, intermediate, advanced, or advanced trips stage of English language acquisation in insteming, in order or the ELL to meet aprache-level learning expectations across the floorations and enrichment curriculum, all communications, sequenced, and exact additional communications acquired control for the student's level of English language proficiency. The student is expected to:	(D) monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed	(ii) seek clarification (of spoken language) as needed	T: K-12 S: 6-12	Student/Teacher	9781531129804 9781531149811	170	Connections ELA Student Edition: Socratic Seminar	Connections ELA Student Edition paget (s) 170
				Student/Teacher	9781531129842 9781531149628	14	Connections ELL Teacher Resource: General Expressions in the	Connections ELL Teacher Resource, page(s) 14
				Student/Teacher Student/Teacher	3701331143323			
				Teacher Only	9781531129842 9781531149628	170	Connections Teacher Wraparound Edition: Remediation Speak and Listen	Connections Teacher Wraparound Edition, page(s) 170
				Teacher Only	9781531149628 9781531129842 9781531149628	300	Connections Teacher Wraparound Edition: ELL Suport Project Based Assessments Roundtable Discussion	Connections Teacher Wraparound Edition, page(s) 300
				Teacher Only Teacher Only				
(2) Cross-curricular second larguage acqualition fatering. The ELL islams to a variety of speakers including stackers, peers, and electronic media to gain an increasing level of comprehension of newly acquired inarguage in all content anses. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English larguage expectations across the foundation and entireliment circulation, all instruction delivered in English must be insplastically accommodised (communicated, sequenced, and scalidoid) commenzate with the student's level of English targuage proficiency. The student is expected to:	(E) use visual contestual and impaints apport to enhance and confirm understanding of increasingly complex and elaborated spoken language.	(i) use visual support to enhance and confirm understanding of increasingly complex and elaborated spoken language.	NA	NA NA	NA NA	NA	NA	NA
(2) Coop-curricular second language socializario distering. The ELL interior to a vising of graphism relating quadratine, person, and electronic media to gain an increasing level of comprehension of newly acquired language in all content anses. ELLs may be a the beginning, intermediate, advanced, or advanced triph stage of English language acquisation in interiority in order the PELL to meet gained-level earning interiority of the PELL to meet gained-level earning interiority of the PELL to the seg topic-level earning interiority of the PELL to the seg topic commoditied (communicated, expenseed, and secalidaded) commerciate with the student's level of English language proficiency. The student is expected to:	(E) use visual, contextual, and inquisis support to enhance and continu understanding of increasingly complex and elaborated spoken tanguage.	(ii) use contenual 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 fistering. The ELL interes to a variety of speakers including teachers, peers, and serving of speakers including teachers, peers, and serving of speakers in the serving of serving or serving	(E) use visual, contestual, and impuisitic support to enhance and confirm undestanding of increasingly complex and elaborated spoken tanguage.	(ii) use linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language	T: K-12 S: 8-12	Student/Teacher	9781531135096 9781531149538	525	Connections Writing & Language Student Edition: Respond Appropriately	Connections Willing & 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 Student/Teacher	9781531129842 9781531149628	14	Connections ELL Resource General Expressions for the Classroom	Connections ELL Resource General Expressions for the Classroom, page(s) 14
				Teacher Only	9781531129842 9781531149628	40	Connections Teacher Wraparound Edition: Project Based Assessments ELL Support Fishbowl Discussion Connections Teacher Wraparound Edition: ELL Support Focus on	Connections Teacher Wraparound Edition, page(s) 40
				Teacher Only	9781531129842 9781531149628	89	Connections Teacher Wraparound Edition: ELL Support Focus on Analyzing the Portrayal of Characters	Connections Teacher Wraparound Edition, page(s) 89
				Teacher Only Teacher Only				
(2) Cross-curricular second language acquisition/listering. The ELL issens to a variety of spashers including teachers, peers, and ready acquired language and accreted reads. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisation in islatering, in order for the ELL to meet glossifice-liserating intermediate, advanced, or advanced high stage of English language acquisation in islatering, in order the ELL to meet glossifice-liserating intermediate, advanced, and accommoditude (communicated, desperced, and exalidated) commerciate with the students level of English language proficiency. The student is expected to:	(F) listen to and derive meaning from a variety of media auch as audio tape, vides, DVD, and CD RDM 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	NA.	NA.
(2) Cross-curricular second language acquisition/listering. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced flight stage of griph language expectations across the foundation and enrichment curriculum, all instruction delivered in English must be Inguistically accommodated (communicated, sequenced, and scalifolded) commensurate with the student's level of English language proficiency. The student is expected to:	(F) States to and derive meaning from a variety of media auch as audio tape, video, DVD, and CD ROM to build and renferrer 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/fistening. The ELL issees to a variety of spacies in scholing laukeries, peers, and new particular peers, and peers and peers of the pe	(G) understand the general meaning, man points, and important details of spoken language ranging from situations in which topics, language, and contents 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	N/A	NA
(2) Cross-curricular second language acquisition/fistering. The ELL issees to a variety of speakers including teachers, peers, and the second of the second	(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contents are familiar to unfamiliar.	(ii) understand the general meaning of spoken language ranging from situations in which language [is] are familiar to unfamiliar	NA .	NA	NA	NA	NA	NA
(2) Cross-curricular second language acquisition/fistering. The ELL issens to a variety of speakers including leachers, peers, and never the control of t	(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 tanguage acquisition/tistening. The ELL islams to a variety of speakers including beachers, peers, and or newly acquired inagraps and extra the property acquired inagraps in all content sease. ELLs may be a fine beginning, intermediate, advanced, or advanced high stage of English language acquiration in instering, is order for the ELL to mest gate devel earning acquiration delivered in English must be inquisitating accommodated (communicated, dequenced, and scriifded) commensurate with the student's level of English tanguage proficiency. The student is expected for.	(C) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contents are familiar to unfamiliar.	(iv) understand the main points of goden language ranging from situations in which topics are familiar to unfamiliar	NA NA	NA NA	NA NA	NA	NA	NA NA
(2) Cross-curricular second tanguage acquisition/fistening. The ELL listens to a variety of speakers including baschers, peers, and execution that being an an investign, level of comprehension. Therefore, and the second properties of the second properties and second properties of the second prop	(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and cortexts are farmiliar to unfamiliar	(v) understand the main points of spoken language ranging from situations in which language [is] are familiar to untamiliar	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 baschers, peers, and no revery electricum: central opin an invession; level of comprehensive minimal production of the comprehensive control of the comprehensive control intermediate, advanced, or advanced high stage of English language acquisition in instering, is order for the ELL to meet global-berel learning expectations across the foundation and enrichment curriculum, all (communication, despureds, and scalidodis) commensurate with the student's level of English language proficiency. The student is expected for.	(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are farmiliar to unfamiliar.	(n) understand the main points of spoken language ranging from situations in which contexts are familiar to unfamiliar	NA 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 baschers, peers, and or newly electricar tende is gain an investing level of ucopyer parallel in electricar tende is gain an investing level of ucopyer and including intermediate, advanced, or advanced high stage of English language acquisition in islisating, is order for the ELL to meet gained bereit language expectations across he flooridation and enrichment curriculum, all (communication), desperied, and scalidfolially commensurate with the student's level of English language proficiency. The student is expected to:	(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are farmitiar to unfamiliar.	(vii) understand the important details of spoken language ranging from situations in which topics are familiar to unfamiliar	NA NA	NA NA	NA NA	NA	NA NA	NA NA
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including backers, peers, and electricin: mediate is gain an investing level of comprehensive of refunda- electricin resident is gain an investing level of comprehensive of refunda- tion of the comprehensive of the comprehensive of the comprehensive of the intermediate, advanced, or advanced high stage of English language acquisitions in insternil, is offer the ELL to meet glossive best learning expectations across he locaridate and enrichment curriculum, all communication, despureed, and scriif defined commensurate with the student's level of English language proficiency. The student is expected to:	(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are farmitian to underhillar	(vii) understand the important details of spoken language ranging from situations in which language [s] are familiar to unfamiliar	NA NA	NA NA	NA NA	NA	NA .	NA NA
(2) Cross-curricular second language acquisition/fistening. The ELL islams to a variety of speakers orclusing baschers, peers, and control of the control	(G) understand the general meaning, main points, and important details of spoken larguage 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 NA	NA

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The state of the s	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
And the state of the control of the	listens to a variety of speakers including teachers, peers, and electronic mediate togen and reasons juved or comprehension of newly acquired larguage in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced larguage acquisition in listening, in order for the ELL to meet grade-level learning instruction of advanced and produce the ELL to meet grade-level learning instruction delivere in English mate in Englished and Englished (communicated, sequenced, and scattlidedic) commensurate with the student's level or English through productions; The student is expected.	(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	NA
The second control and control	acquisition in listering. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in Endish must be linquisitically accommodated	(H) understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations	(ii) undestand information in increasingly complex spoken language commensurate with grade-level learning expectations	NA	NA	NA	NA	NA .	NA
Secure for the properties of t	(2) Cross-curricular second language acquisition fistering. The ELL interes to a variety of speakers richafing teachers, pees, and rule to a variety of speakers including teachers, pees, and rule value of the property acquired language in all content stares. ELL may be a first the beginning intermediate, advanced, or advanced tripl stage of English language acquisition in intering in other the feet. Lin medig stagle-view learning instruction delivered in English must be Inguistative acquired instruction delivered in English must be Inguistative accommodated (communicated, sequenced, and satisfied) commensures with the student laverage for English language proficerery. The student is expected for.	(I) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, or compared to the commencer of the contract of the commencer of the contract of the contract of the commencer of the contract of the	(i) demonstrate listening comprehension of increasingly complex spoken English by following directions commensurate with content and grade-level needs	NA	NA	NA	NA	NA	NA
Bases to any of water sindly makes to any of	(2) Cross-curricular second language acquisition/fistening. The ELL listens to a variety of speakers including teachers, peers, and the control of the contr	(i) demonstrate fishering comprehension of increasingly complex spoken English by following directions, reliefling or summarizing spoken messages, responding to questions and requests opposed to the proposed property of the property of th	(ii) demonstrate listering comprehension of increasingly complex spoken English by retailing or summarzung spoken messages commensulate with content and grade-level needs	NA .	NA	NA	NA	NA NA	NA
Annual Content of the Content of t	listers 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 staye of English language acquisition in listering. In order for the ELL to meet grade-level learning		(iii) demonstrate listering comprehension of increasingly complex spoken English by responding to questions and requests commensurate with content and grade-lived needs	T: K-12 S: 6-12	Student/Teacher	9781531128804 9781531149611	40	Connections ELA Student Book: Fishbowl Discussion	Connections ELA Student Book page(s) 40
Secretarization Super-liminary Super					Student/Teacher	9781531129804 9781531149611	301	Connections ELA Student Book: Roundtable Discussion Instructions 4	Connections ELA Student Book page(s) 301
The Column Foreign Fore					Student/Teacher	9781531129842	14	Connections ELL Resource General Expressions for the Classroom	Connections ELL Resource General Expressions for the Classroom, page(s) 14
Table Dispose application for the part of						9781531129842	07	Consider Techniques of Edition Control in	Constitution Technology of Edition and NOT
Committee second program equalisation for the program of the pro						9781531149628 9781531129842		Connections Teacher Wraparound Edition: Text Based Discussion	
To Conscious page and improve project intering the first project intering search and page and increasing and in					Teacher Only	9781531149628	123	Questions	Connections Teacher Wraparound Edition, page(s) 123
Suder/Teacher Suderit Record Supremark (Connections ELL Teacher Recorded January Complex (Connections accorded in project profession accorded in Profession accorded	listens to a veriety of speakers including teachers, peers, and electronic media to gain an increasi plevel of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening, in order for the ELL to meet grade-level learning expectations across the foundation and enrichment curviculum, all instruction delivered in English must be linguistically accommodated (communicated, expeuseed, and secalifieds) commerciate with the	spoken messages, responding to questions and requests, collaborating with neers, and taking notes commensurate with content	spoken English by collaborating with peers commensurate with content	T: K-12		9781531149611		Connections ELA Student Book: Fishbowl Discussion	
Student Teacher 9781531149000 11 Connections ELL Resource General Expressions for the Classaroom 9781531149000 11 Connections ELL Teacher Resource. Japan Technique Connections ELL Teacher Resource. Japan Technique Connections ELL Teacher Resource. Japan Technique Connections ELL Teacher Resource. Japan Multiverd Grouping with ELL Student Book paper 1 Teacher Ohy 978153114900 9 Connections ELL Teacher Resource. Live Judicions in a variety of genetics scription plants and content areas. ELL and the Resource and paper plants are content and paper plants and paper plants and paper plants are content and paper plants and pa						9781531149611		· · · · · · · · · · · · · · · · · · ·	
Teacher City Teach	ļ						14	Connections ELL Resource General Expressions for the Classroom	page(s) 14 Classroom, page(s) 14
Teacher City (2) Cross-curricular second language acquasition/listening. The ELL issues to a variety of speakers including leachers, peers, and electroric media to gain an increasing level of comprehension of new speakers including leachers, peers, and electroric media to gain an increasing level of comprehension of new speakers including leachers, peers, and electroric media to gain an increasing level of comprehension of new speakers including leachers, peers, and electroric media to gain an increasing level of comprehension of increasingly complex speakers including including seachers, peers, and electroric media to gain an increasing level of comprehension of increasing prompts acquaintd single gain of commentations in latering. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all increasing of increasing speakers included in a variety of speakers in crystal variety of speaker						9781531129842 9781531149828	11	Connections ELL Teacher Resource: Jigsaw Technique	Connections ELL Teacher Resource, page(s) 11
(2) Cross-curricular second language acqualision/stering. The ELL issues to a varyery of speakers including leachers, peers, and electroric media to gain an increasing level of comprehension of ready acquaistion instering. In order of the ELL to meet gained increasing several or advanced by the speaker including seachers. Peers, and electroric media to gain an increasing level of comprehension of increasingly complex speakers included in a feet of comprehension of increasingly complex speakers included in a feet of the ELL to meet gained increasing several or advanced by the speak of English higrage acquaistion in instering. In order of the ELL to meet gained electroric electroric peepers in feet gain must be fingulated by the speakers of t					Teacher Only	9781531129842 9781531149628	9	Connections ELL Teacher Resource: Using Multilevel Grouping with ELLs	
(2) Close, curricular second lappages acquirision factories and such species pulsers, poster, single statements and such species posters, poster, single statements and such species posters posters, poster, single statements and statements a					Teacher Only Teacher Only				
Student Country Country Student Country Co	listens to a variety of species including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listering, in order for the ELL to meet grade-level learning expectations across the foundation and entirehent curviculum, all instruction delivered in English must be linguistically accommodated (communication) expected, and seculated communicative with the	collaborating with peers, and taking notes commensurate with content	spoken English by taking notes commensurate with content and grade-			9781531149611	40	Connections ELA Student Book: Fishbowl Discussion	Connections ELA Student Book papers 140
StudentTeacher					Student/Teacher	9781531129804 9781531149611	97	Connections ELA Student Book: Speak and Listen	Connections ELA Student Book page(s) 97
Teacher Only \$79153119862 11 Connections ELL Teacher Resource. Japan Technique Connections ELL Teacher Resource. Japan Technique Connections ELL Teacher Resource. Using Multilevel Grouping with ELL Teacher Connections ELL Teacher Resource. Using Multilevel Grouping with ELL Teacher Resource. page(s) 29 ELLs and the Connections ELL Teacher Resource. page(s) 29 ELLS and the Connections ELL Teacher Resource. page(s) 29 ELLS and the Connections ELL Teacher Resource. page(s) 29 ELLS and the Connections ELL Teacher Resource.					Student/Teacher	5701001143011			
Teacher Only 978153119862 9 Connections ELL Teacher Resource: Using Multilevel Grouping with ELL Section Connections ELL Teacher Resource: Using Multilevel Grouping with ELL Section Connections ELL Teacher Resource: Date of the Connections ELL Teacher						9781531129842 9781531149628	11	Connections ELL Teacher Resource: Jigsaw Technique	Connections ELL Teacher Resource, page(s) 11
Teshka Odu						9781531129842 9781531149628	9	Connections ELL Teacher Resource: Using Multilevel Grouping with	Connections ELL Teacher Resource, page(s) 9
Teacher Only					Teacher Only				

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Item Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the location for electronic programs
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of uppropses with an avanereas of offineer language registers (primalishforwall) using a survey of offineer language registers (primalishforwall) using of all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stages of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the floorishound and entirchment curriculum, all operations of the control of the control of the control of the control of communicated, sequenced, and scalification (commensurate with the student's level of English language proficency. The substrate is expected.	(A) practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible	(i) practice producing sounds of newly acquired vocabulary to protocose English words in a manner that is increasingly comprehensible	NA NA	NA	NA	NA	NA .	NA .
to:								
(3) Cross-curricular second language expesion/spessing. The ELL speaks in a variety of purpose a variety of purpose with an awareness of different insignage registers (formaliricormal) using voctobulage with increasing fuerey and accuracy in frequency and accuracy in sequence and advanced, or advanced high stage of English flanguage acquisition in speaking, in corde of the ELL bear grade-level learning or expectations across the foundation and enrichment curriculum, all organizations across the foundation and enrichment curriculum, all communications, despensed, and castilidated commence sate with the student's level of English language proficiency. The student is expected to:	(B) oppord and internatina initial English vocabulary by learning and using high-frequency English words necessary for dentifying and describing people, places, and objects, by restiling simple stories and basic information represented or spoproded by pictures, and by learning and using routine language needed for classroom or communication.	(i) expand and internatize initial English vocabulary by learning and using high-frequency English words recessing for identifying and describing people, places, and objects	NA .	NA	NA	NA	NA.	NA NA
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an								
speeds in a variety of modes for a variety of purposes with an awareness of different impaging regissest formalistricturally using vacabulary with increasing fluency and accuracy in language arts and advanced, or advanced legis tagge of English Inaques occupiation in speeking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be inspitatedly accommodated (communicated, experienced, and caldided); commensurate with the student's level of English harquage proficiency. The student is expected to:	(B) oppand and internalize initial English vocabulary by learning and wine play hereupers. English words necessary for dentifying and describing people, planes, and objects, by stelling implies sorties and basic information represented or supported by pickures, 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: 8-12	Student/Teacher	9781531129842 9781531149628	57	Connections ELL Teacher Resource: Graphic Organizers Graphic Novel Comic	Connections EU. Teacher Resource, page(s) 57
				Student/Teacher	9781531129842 9781531149628	59	Connections ELL Teacher Resource: Graphic Organizers Timeline	Connections ELL Teacher Resource, page(s) 59
				Student/Teacher Student/Teacher				
				Teacher Only	9781531129842	127	Connections Teacher Wraparound Edition: ELL Support Focus on	Connections Teacher Wraparound Edition, page(s) 127
				Teacher Only	9781531149628 9781531129842 9781531149628	20	Identifying Central Ideas Connections ELL Teacher Resource: Draw Act Define Read	Connections ELL Teacher Resource, page(s) 20
				Teacher Only	9781531149628	20	ZEE FORMAT ROSSING STATE FOR DELITE ROSS	
				Teacher Only				
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of purpose with an a wareness of different language registers (formaliriormal) using votabulagy with increasing laveray and accuracy in heapings arts and votabulagy with increasing laveray and accuracy in language and and accuracy in language and and active control of the con	(B) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication	(iii) expand and internalize initial English vocabulary by learning and using routine language needed for classroom communication	T: K-12 S: 8-12	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	Connections Writing & Language Student Edition page(s) 538
				Student/Teacher	9781531129842	14	Effectively Chart Verbal Cues Connections ELL Resource General Expressions for the Classroom	Connections ELL Resource General Expressions for the Classroom.
				Student/Teacher	9781531149628		Connections are resource central expressions for the Cassiconn	page(s) 14
				Teacher Only	9781531129842 9781531149628	19	Connections ELL Teacher Resource Concept Sort	Connections ELL Teacher Resource Concept Sort, page(s) 19
				Teacher Only	9781531149028 9781531129842 9781531149628	10	Connections ELL Teacher Resource: Lanugage rich Environment	Connections ELL Teacher Resource, page(s) 10
				Teacher Only Teacher Only	010100114000			
(3) Cross-curricular second language acquisition/speaking. The ELL speaking is a comparable of the com	(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	() speak using a variety of grammatical structures with increasing security and base as more English is acquired	NA NA	rescrier Univ	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 offerent language registers (formalfrictorula) using vocabulary with increasing fluency and accuracy in language arts and at cortext assess. ELL amy be and the objecting, intermediate, on 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 (communicated, expected, and cardidode) commensurate with the student's level of English braguage proficiency. The student is expected to:	(C) speak using a variety of grammatical structures, serience lengths, serience types, and connecting words with increasing accuracy and ease as more English is acquired	(ii) speak using a variety of sentence lengths with increasing accuracy and ease as more English is acquired	NA NA	NA .	NA NA	NA	NA	NA NA
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety purposes with an awareness of officient language speaks (formalisticitumi) using a variety of indirect language speaks (formalisticitumi) using and all content areas. ELLs may be at the beginning, intermediate, advanced, or shared participate 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 inquisitativity accommodated for the commodation and expected and additional commonate with the language proficiency. The student is expected to:	(C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired	(iii) speak using a variety of sentence types with increasing accuracy and ease as more English is acquired	NA NA	NA NA	NA NA	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-curricate second terguage accusation/speaking. The ELL speaks in a water of prospose a variety of prospose with an awareness of different language registers (premainforms) using vocabulary with increasing lauvors, and accuracy in impage and an all accreted sense. ELLs may be at the beginning, intermediate, and accuracy in legislate places and all content areas. ELLs may be at the beginning, intermediate, and accreted accrete and accrete and accrete and accrete and accrete and accrete acc	(C) speak using a variety of grammatical structures, sertence lengths, sertence speas, and connecting words with increasing accuracy and ease as more English is acquired d	(n) speak using a variety of connecting worlds with increasing accuracy and case as more English is acquired	T: K-12 S: 6-12	Student/Teacher	9781531135098 9781531149536	273	Connections Writing & Language Student Edition: Some Common Prepositions	Connections Wiffing & Language Student Edition page(s) 273
				Student/Teacher	9781531135096 9781531149536	521	Connections Writing & Language Student Edition: Collboaration Table Verbal Cues	Connections Writing & Language Student Edition page(s) 521
				Student/Teacher	9/81531149536		verbai Cues	
				Student/Teacher Teacher Only				
				Teacher Only	9781531129842 9781531149628	73	Connections Teacher Wraparound Edition: ELL Support Speak and Listen	Connections Teacher Wraparound Edition, page(s) 73
				Teacher Only Teacher Only				
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of unpose for a variety of purpose with an awareness of different inapuage registers (formalinformas) using vocabulage with increasing lauvery and accuracy in lenguage and sand advanced, or advanced high stage of English language acquisition in speaking, in order for the ELL to meet grade-level lenguage acquisition in speaking, in order for the ELL to meet grade-level lenguage acquisition in concentration across the foundation and enrichment curriculum, all of communications, experienced, and cardioletic) commerciates with the student's level of English language proficiency. The student is expected to:	(D) speak using grade-level content area vocabulary in content to internalize new English words and build academic language predictory.	(i) speak using grade-level content area vocabulary in context to internalize new English words	T: K-12 S: 8-12	Student/Teacher	9781531129804 9781531149611	40	Connections ELA Student Book: Fishbowl Discussion	Connections ELA Student Book page(s) 40
				Student/Teacher	9781531129804 9781531149611	131	Connections ELA Student Book: Speak and Listen	Connections ELA Student Book page(s) 131
				Student/Teacher Student/Teacher				
				Teacher Only	9781531129842 9781531149628	73	Connections Teacher Wraparound Edition: ELL Support Speak and Listen	Connections Teacher Wraparound Edition, page(s) 73
				Teacher Only Teacher Only				
(3) Cross-carricular second language acquisition/speaking. The ELL systems of the Committee of the Committee of the Committee of the Committee of different language registeen (premativisment) using vocabulary with increasing lauvora, and accuracy in language and and all content areas. ELLs may be at the beginning, intermediate, solvened or devanced high language for fight link language and and all content areas. ELLs may be at the beginning, intermediate, advanced or devanced for fight link language of the production of the committee of the content o	(D) speak using grade-level content area vocabulary in content to internatize new English words and build academic language proficiency	(i) speak using grade-level content area vocabulary in context to build ecodemic larguage proficiency	T: K-12 S: 6-12	Teacher Only Student/Teacher	9781531129804 9781531149611	40	Connections ELA Student Book: Fishbowl Discussion	Connections ELA Student Book page(s) 40
				Student/Teacher	9781531129804 9781531149611	131	Connections ELA Student Book: Speak and Listen	Connections ELA Student Book page(s) 131
				Student/Teacher	9781531149611 9781531135096 9781531149536	528	Connections Writing & Language Student Edition: Writing and Giving an Effective Soeech	Connections Writing & Language Student Edition page(s) 528
				Student/Teacher	9781531149536			
				Teacher Only	9781531129842 9781531149628 9781531129842	37	Connections Teacher Wraparound Edition: ELL Support Speak and Listen Connections Teacher Wraparound Edition: ELL Support Speak and	Connections Teacher Wraparound Edition, page(s) 37
				Teacher Only Teacher Only	9781531149628	131	Listen	Connections Teacher Wraparound Edition, page(s) 131
				Teacher Only				
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of unpose as or waitery of unpose and any aniety of unpose ani	(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
				Student/Teacher	9781531129804 9781531149611	279	Connections ELA Student Edition: Lincoln Douglas Debate	Connections ELA Student Edition page(s) 279
				Student/Teacher Student/Teacher				
				Teacher Only	9781531129842 9781531149628	11	Connections ELL Teacher Resource: Think Pair Share	Connections ELL Teacher Resource, page(s) 11
				Teacher Only	9781531129842 9781531149628	10	Connections ELL Teacher Resource: Different Native Languages Groups	Connections ELL Teacher Resource, page(s) 10
				Teacher Only Teacher Only				
(3) Cross-curricular second language acquaision/speaking. The ELL speaks in a variety of unpose for availety of unpose for availety of unpose for availety of unpose for with an awareness of different language registers (formalirichromal) using vocabulage with increasing fluency and accuracy in lenguage and and all content stress. ELLs may be at the beginning, intermediate, solvenced or observed high shape of English flanguage acquisition in solvence of or observed high passing of English flanguage acquisition in expectations across the foundation and enrichment curriculum, all instruction deviwered in English must be flanguistically accommodated instruction deviwered in English arms be flanguistically accommodated	(F) sax and give information ranging from using a very limited park of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments	(i) ask [for] information ranging from using a very limited bank of high-frequency, high-need, councies excatability, including layer words and expressions needed for basic communication in audientic and social contents, to using advance and content-based vocabulary during exercicle (specific) assignments	T: K-12 S: 8-12	Student/Teacher	9781531129804 9781531149611	40	Connections ELA Student Book: Fishbowl Discussion	Connections ELA Student Book page(s) 40
(communicated, sequenced, and scalfolded) commensurate with the student's level of English language proficiency. The student is expected to:	d							
(communicated, sequenced, and scalfolded) commensurate with the student's level of English language proficiency. The student is expected to:	d			Student/Teacher	9781531135096 9781531149536	538	Connections Writing & Language Student Edition: Collaborating Effectively Chart Verbal Cues	Connections Writing & Language Student Edition page(s) 538
(communicated, sequenced, and scalfolded) commensurate with the student's level of English language proliciency. The student is expected to:	d			Student/Teacher		538 14	Connections Writing & Language Student Edition: Collaborating Effectively Chart Verbal Cues Connections ELL Resource General Expressions for the Classroom	Connections Writing & Language Student Edition page(s) 538 Connections ELL Resource General Expressions for the Classroom. page(s) 12
(communicated, sequenced, and scalfolded) commensurate with the student's level of English language proficiency. The student is expected to:	d			Student/Teacher Student/Teacher	9781531149536 9781531129842 9781531149628 9781531129842	14	Effectively Chart Verbal Cues Connections ELL Resource General Expressions for the Classroom	Connections ELL Resource General Expressions for the Classroom, page(s) 14
(communicated, sequenced, and scalfolded) commensurate with the student's level of English language proficiency. The student is expected to:	d			Student/Teacher Student/Teacher Teacher Only	9781531149536 9781531129842 9781531149628 9781531149628 9781531149628 9781531149628	14	Effectively Chart Verbal Cues Connections ELL Resource General Expressions for the Classroom Connections ELL Teacher Resource: Discuss Connections Teacher Wiraparound Edition: Project Based Assessment	Connections ELL Resource General Expressions for the Classroom. cace(s):14 Connections ELL Teacher Resource_page(s):21
(communicated, sequenced, and scallfolded) commensurate with the student's level of English language proficiency. The student is expected to:	d			Student/Teacher Student/Teacher	9781531149536 9781531129842 9781531149628 97815311129842 9781531149628	14	Effectively Chart Verbal Cues Connections ELL Resource General Expressions for the Classroom Connections ELL Teacher Resource: Discuss	Connections ELL Resource General Expressions for the Classroom, page(s) 14

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 purposes with an awareness of different language registers (formatinormal) using vocabulagy with increasing lawers of abccuracy in lenguage and and variety of the property of a course of the property of a different language and advanced, or advanced high stage of English language acquisition in speaking, in broof of the ELL to meet grade-level learning an expectations across the foundation and enrichment curriculum, all of communicated, sequenced, and excelledited) commerciate with the student's level of English language proficiency. The student is expected to:	(F) ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key world and expressions needed for base communication in audientic and extended speaking assignments and content-based vocabulary during extended speaking assignments	(ii) give information ranging from using a very limited bank of high- frequency; high-redet, concrete evoabulary, including levy words and expressions reveloded to basic communication in assistent and social control of the property of the control of the control of the control extended speaking assignments.	T: K-12 S: 8-12	Student/Teacher	9781531129804 9781531149811	40	Connections ELA Student Book: Fishbowl Discussion	Connections ELA Student Book page(s) 40
				Student/Teacher	9781531135096 9781531149536 9781531129842	524	Connections Writing & Language Student Edition: Try It Out Giving and Following Complex Directions	Connections Writing & Language Student Edition page(s) 524
				Student/Teacher	9781531129842 9781531149628	14	Connections ELL Resource General Expressions for the Classroom	Connections ELL Resource General Expressions for the Classroom,
				Student/Teacher	9781531129842		Connections Teacher Wraparound Edition: ELL Support Speak and	budgar in
				Teacher Only	9781531129642 9781531149628 9781531129842	188	Listen Connections Teacher Wraparound Edition: ELL Support Speak and	Connections Teacher Wraparound Edition, page(s) 188
				Teacher Only	9781531149628	245	Listen	Connections Teacher Wraparound Edition, page(s) 245
				Teacher Only Teacher Only				
(3) Cross-curricular second language acqualishriospeaking. The ELL speaks in a variety of jumpose with an awareness of different language registers (formalinformal) using voctobulagy with increasing latency and accuracy in language are and voctobulagy with increasing latency and accuracy in language and and 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 deviwed in English state is lengislatedly accommodated instruction deviwed in English trust be insplisable upcommodated and instruction deviwed in English stage (second control and enrichment curriculum, all instruction deviwed in English surplus in Signature (second control and enrichment curriculum).	(C) express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in setended 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 cools and grade-appropriate audientic topics	T: K-12	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 9781531149536	527	Connections Writing & Language Student Edition: Fishbowl Activity	Connections Writing & Language Student Edition page(s) 527
				Student/Teacher	9/81031149030		·	
				Student/Teacher Teacher Only	9781531129842	11	Connections ELL Teacher Resource: Think Pair Share	Connections ELL Teacher Resource, page(s) 11
				Teacher Only	9781531149628 9781531129842	188	Connections Teacher Wraparound Edition: ELL Support Speak and	Connections Teacher Wraparound Edition, page(s) 188
				Teacher Only	9781531149628		Listen	
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an speak in a variety of purpose with an experiment of the purpose of the process of the purpose of t	(C) express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended control on a variety of social and grade-appropriate seadernic topics	(i) express ideas ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics.	T: K-12	Teacher Only Student/Teacher	9781531129804 9781531149611	40	Connections ELA Student Book: Fishbowl Discussion	Connections ELA Student Book page(s) 49
				Student/Teacher	9781531135096	528	Connections Writing & Language Student Edition: Writing and Giving	Connections Writing & Language Student Edition page(s) 528
				Student/Teacher	9781531149536		an Effective Soeech	
				Student/Teacher Teacher Only	9781531129842	40	Connections Teacher Wraparound Edition: ELL Support Project Based	Connections Teacher Wraparound Edition, page(s) 40
				Teacher Only	9781531149628 9781531129842	300	Assessment Fishbowl Discussion Connections Teacher Wraparound Edition: ELL Support Project Based	Connections Teacher Wraparound Edition, page(s) 300
				Teacher Only	9781531149628	***	Assessment Roundtable Discussion	
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formaliformal) using vacabulary with increasing fluency and accuracy in language arts and advanced, or advanced language 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 linguistacilly accommodated (communicated, expected, and secations).	5	(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	resicher Uniy	NA	NA	NA	NA .
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a valuely of impose for a valving of imposes and a valving of imposes and a valving of imposes and as one and as content areas. ELL in may be at the beginning, intermediate, and all content areas. ELL in may be at the beginning, intermediate, and as content areas. ELL in may be at the beginning, intermediate, and as the content areas. ELL in may be at the beginning, intermediate, and all content areas. ELL in may be at the beginning, intermediate, and as the content and as the conte	(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.	NA .
(3) Cross curricular second language acquision/speaking. The ELL speaks in a valid of immobile of severity of proprises with an exameness of different language registers (formatinformal) using vocabulary with increasing fluency and accuracy is insegrating and as and advanced, or advanced high stage of English ingrages acquisition in speaking, in cities for the ELL in meet grade-level learning expectations across the foundation and enrichment curriculum, all occumulations across the foundation and enrichment curriculum, all communications, despursed, and excitational communications with the student's level of English language proficiency. The student is expected to:	(H) narrate, describe, and explain with increasing specificity and detail as more English is acquired	(ii) describe with increasing specificity and detail as more English is acquired	NA	NA NA	NA NA	NA	NA .	NA.
(3) Cross curricular second language expalation/speaking. The ELL speaks in a variety of interpolace with an awareness of different language registers (formaliformal) using vocabulary with increasing future of accuracy in language and and advanced, or advanced high stage of English language acquisition in speaking, in otide for the ELL in meet grade-level learning and expectations across he foundation and enrichment curriculum, all opportunities across he foundation and enrichment curriculum, all communication, despended, and cardidaded commensurate with the student's level of English language proficiency. The student is expected to:	(H) narrate, describe, and explain with increasing specificity and detail as more English is acquired	(iii) explain with increasing specificity and detail as more English is acquired	T: K-12 S: 6-12	Student/Teacher	9781531135096 9781531149536	524	Connections Writing & Language Student Edition: Try It Out Giving and Following Complex Directions	Connections Writing & Language Student Edition page(s) 524

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	9781531135096 9781531149536 9781531129842	528	Connections Writing & Language Student Edition: Writing and Giving an Effective Speech	Connections Writing & Language Student Edition page(s) 528 Connections ELL Resource General Expressions for the Classroom,
				Student/Teacher Student/Teacher	9781531149628	14	Connections ELL Resource General Expressions for the Classroom	page(s) 14
				Teacher Only	9781531129842 9781531149628 9781531129842	245	Connections Teacher Wraparound Edition: ELL Support Speak and Listen Connections Teacher Wraparound Edition: ELL Support Speak and	Connections Teacher Wraparound Edition, page(s) 245
				Teacher Only Teacher Only	9781531129842 9781531149628	274	Connections Teacher Wraparound Edition: ELL Support Speak and Listen	Connections Teacher Wraparound Edition, page(s) 274
(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/informall) using vocabulary with increasing fluency and accuracy in language arts and all content reasons. ELLs may be at the objerning, intermolation in speaking, in order for the ELL to most past deep language acquisition in speaking, in order for the ELL to make grade level learning, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and seatfolded) commerciate with the students level of English language proficiency. The student is expected to:	(i) adapt spoken language appropriately for formal and informal purposes	(i) adapt spoken language appropriately for formal purposes	NA .	Teacher Only Teacher Only NA	NA .	NA .	NA	NA NA
(3) Cross-curricular second language acquisition/peaking. The ELL speaks in a variety of modes for a viewley of purposes with an awareness of different language registers (formal/erformal) using vocabulary with recessing laners and accuracy in language arts and all content areas. ELL only be at the beginning, intermedate, and content areas. ELL only be at the beginning, intermedate, and all content areas. ELL only be at the beginning, intermedate, and all content areas. ELL only be at the beginning intermedate, and appealing in order for the ELL to meet grade-level encounted in speaking, in other for the ELL to meet grade-level encounted and instruction delevered in English that the flugistically commoditied in student's level of English language proficiency. The student is expected to:	(f) actact spoken language appropriately for formal and informal purposes	(ii) adapt spoken language appropriately for informal purposes	NA .	NA NA	NA	NA NA	NA NA	NA
(3) Cross-curricular second binguage acquisition/speaking. The ELL speaks in a swelley of projecte with an speaks in a swelley of projectes with an except of the projected with a speak of the projected projected with a speak of the projected proj	(J) respond onally is information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment	(i) respond onally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept attainment	NA NA	NA .	NA NA	NA NA	NA	NA
(3) Crede-curricular record inequage expelient/speaking. The ELL speaker is no seried of motion factor with originary control for the size of promoperation and the speaker is no seried of motion factor in severe record of different language registers (formativitorized) using vocabulary with nonzeasing blavery and accuracy in temperature, intermediate, and all content areas. ELLs may be at the beginning, intermediate, and all content areas. ELLs may be at the beginning, intermediate, and all content areas. ELLs may be at the beginning intermediate, and an accuracy in the speaking in order for the ELL to meet global-evel learning expectations across the foundation and enrichment curriculum, all instruction delevers in English than the fligalisticity commondated instructions delever in English singuage profit ciency. The student is expected to:	(J) respond onally is information presented in a wide variety of print, electronic, audic, and visual media to build and reinforce concept and language attainment	(ii) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce language attainment.	NA NA	NA .	NA NA	NA NA	NA .	NA
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all context series. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English inapplications acquisition in entangle, to indice the ELL to meet grade elevel learning acquisition in entangle, to indice the ELL to meet grade elevel learning instruction delivered in English must be linguistically accommodated (communicated, sequenced, and seafforded) commerciate with the students level of English harquage proficiency. For kindergarten and grade 1, creating of these students expectations apply to lard read advand for students and yet at the stage of decoding written text. The student is aspected for	(A) learn retailorablyo between sounds and letters of the English tenguage and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognities, alfixes, not	(i) learn relationships between sounds and letters of the English language	NA NA	NA NA	NA NA	NA NA	NA NA	NA NA
(4) Cross-curricular second language acquisition/heading. The ELL reads a variety of tests for a variety of purposes with an increasing level of comprehension in all crossine targets. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English insugation, and a continuous control of the stage of English insufficient expectations across the foundation and enrichment curviculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and seaffided) commenzate with the student's level of English high purporticiency. For kindengarien and grade 1, creating of these students are proficiency. For kindengarien and grade 1, creating on these student expectations apply to later deal double for adultation and yet at the stage of decoding written leat. The student is expected in:	(A) learn relationships between sounds and letters of the English tenguage and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognities, affixes, roots and base words	(ii) decode (sound out) words using a combination of skills	NA NA	NA NA	NA NA	NA NA	NA NA	NA
(4) Cross-curricular second language acquisition/heading. The ELL reads a variety of tests for a variety of purposes with an increasing level of comprehension in all content series. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English insugation, and a content of the	(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	NA NA	NA NA	NA
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of tests for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English bragal sequisions or advanced and the ELLs ment grant pall-beginning acquisition in reading. In order of the ELLs ment grant pall-beginning instruction delivered in English must be linguisistically accommodated communicated, sequenced, and seaffeded prommersurate with the student's level of English françage proficiency. For kindergarten and grant 6. technic of these student expressions payly to kert read advoid for students not yet at the stage of decoding written text. The student is supposed for.	(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials	(i) develop basic sight vocabulary used routinely in written classroom materials	T: K-12 S: 6-12	Student/Teacher	9781531135096 9781531149536	39	Connections Writing & Language Student Edition: Conjunctions for Sub-ordinating	Connections Writing & Language Student Edition page(s) 39
				Student/Teacher	9781531135096 9781531149536	47	Connections Writing & Language Student Edition: Spelling Commonly Confused Words	Connections Writing & Language Student Edition page(s) 47
				Student/Teacher Student/Teacher				

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Item Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the location for electronic programs
				Teacher Only	9781531129842 9781531149628	21	Connections ELL Teacher Resource: Dictionaries	Connections ELL Teacher Resource, page(s) 21
				Teacher Only	9781531149628 9781531129842 9781531149628	22	Connections ELL Teacher Resource: Teach Academic Vocabulary Found on Tests	Connections ELL Teacher Resource, page(s) 22
				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 context reads. 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 intermediate, advanced, or advanced high stage of English language intermediate and experience and careful and advanced in communication, delivered in English must be inquisitantly accommodated (communicated, sequenced, and scalidode) commensurate with the students level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to the rad adduct for students not yet at the stage of decoding written text. The student is expected to:	(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written disstroom materials	(ii) derive meaning of environmental print	T: K-12 S: 8-12	Student/Teacher	9781531128804 9781531149611	83	Connections ELA Student Edition: On Your Own: Integrating Ideas	Connections ELA Student Edition page(s) E3
				Student/Teacher	9781531129842 9781531149628	17	Connections ELL Teacher Resource: Teaching Close reading	Connections ELL Teacher Resource, page(s) 17
				Student/Teacher	9781531149628		Advertisement Activity Handout	
				Student/Teacher	9781531129804		Connections ELA Student Edition: ELL Support Making Connections	
				Teacher Only	9781531149611 9781531129842	87	ELA	Connections ELA Student Edition page(s) 87
				Teacher Only	9781531129842 9781531149628 9781531129842	83	Connections Wraparound Teacher's Edition: On Your Own: Integrating Ideas	Connections Wraparound Teacher's Edition, page(s) 83
				Teacher Only	9781531129842 9781531149628	22	Connections ELL Teacher Resource: Teach Academic Vocabulary Found on Tests	Connections ELL Teacher Resource, page(s) 22
				Teacher Only				
(4) Cross-curricular second language acquisition/reading. The ELL readia a viriety of test for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, acquisition in reading, in order for the ELL in neer grater level reading, a londer for the ELL in neer grater level teaming expectations across the foundation and enrichment curriculum, all instruction deterwised in Engish manual be languastically accommodated instructions deviced in Engish manual be inquisated system commodated standards shew of Engishs insignage proficiency. For kindergarten and grade 1, certain of these student expectations apply to ter and addout for students not yet at the stage of decoding written text. The student is operated.	(C) develop basic sight uncabulary, derive measing 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: 8-12	Student/Teacher	9781531135096 9781531149536	39	Connections Writing & Language Student Edition: Conjunctions for Subordinating	Connections Writing & Language Student Edition page(s) 39
				Student/Teacher	9781531129842 9781531149628	47	Connections ELL Teacher Resource: General Expressions for the Classroom Handout	Connections ELL Teacher Resource, page(s) 47
				Student/Teacher	5701001145020		Classicon Handou	
				Student/Teacher	9781531129842			
				Teacher Only	9781531149628 9781531129842	21	Connections ELL Teacher Resource: Dictionaries	Connections ELL Teacher Resource, page(s) 21
				Teacher Only	9781531129642 9781531149628	18	Connections ELL Teacher Resource: Teaching Vocabulary Bullet Point 5	Connections ELL Teacher Resource, page(s) 18
				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 suggest gride in the properties of the proper	(C) develop basic sight vocabulary, derive meaning of environmental print and comprehend English vocabulary and language structures used routinely in written class soon materials	(iv) comprehend English language structures used routinely in written classroom materials	T: K-12 S: 8-12	Studenl/Teacher	9781531129842 9781531149628	216	Connections ELL Teacher Resource: General Expressions for the Clastroom Handout	Connections E.U. Teacher Resource, page(s) 216
				Student/Teacher	9781531135096	252	Connections Writing & Language Student Edition: The Parts of Speech	Connections Writing & Language Student Edition page(s) 252
				Student/Teacher	9781531149536	202	QuickGuide	Company Trining & Cangology Colourn Edition page (3) 2.02
				Student/Teacher				
				Teacher Only	9781531129842 9781531149628	18	Connections ELL Teacher Resource: Teaching Vocabulary Bullet Point 4	Connections ELL Teacher Resource, page(s) 18
				Teacher Only	9781531149628 9781531129842 9781531149628	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 texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English barguage expectations across the foundation and enrichment curriculum, all instruction delivered in English must be inglistically accommodated (communicates), equienced, and self-dideded) commensurate with the student's level of English strayuage proficiency. For kindergarten and or the student's level of English strayuage proficiency. For kindergarten and or the student's level of English strayuage proficiency. For kindergarten and or the student's level of the student's expectations apply the art level allow of the student's expectations apply the art level allow of the student's expectations.	(D) use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text	(i) use prereading supports to enhance comprehension of written text	T: K-12 S: 8-12	Student/Teacher	9781531135096 9781531149538	477	Connections Writing & Language Student Edition: Setting a Purpose for Reading	Connections Writing & Language Student Edition page(s) 477
				Student/Teacher	9781531135096 9781531149536	478	Connections Writing & Language Student Edition: The SQ3R Study Strategy	Connections Writing & Language Student Edition page(s) 478
				Student/Teacher Student/Teacher				
				Teacher Only	9781531129842	20	Connections ELL Teacher Resource: Preview the Text	Connections ELL Teacher Resource, page(s) 20
				Teacher Only	9781531149628 9781531129842	121	Connections Teacher Wraparound Edition: Preview Concepts	Connections Teacher Wraparound Edition, page(s) 121
				Teacher Only	9781531149628		польтина пол	
(4) Crose-confricialer second languages exculsión/neading. The ELL seads a variety of least for a variety of perposes with an increasing least of comprehension in all content research. ELL may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading, in order for the ELL to meet grade level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English insults be inquisited supportmentations (communicated, sequence), and scalifolded commences with the communicated sequence, and scalifolded commences we will the grade 1, certain of these sections repositions apply to the read adduct for students not yet at the stage of decoding written text. The student is expected to:	(E) read linguistically accommodated content area material with a decreasing read for linguistic accommodations as more English is learned	(i) read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned	T: K-12	Teacher Onlv Student/Teacher	9781531135096 9781531149536	484	Connections Writing & Language Student Edition: First Read Understand Key Ideas	Connections Writing & Language Student Edition page(s) 484
				Student/Teacher	9781531129804	246	Connections ELA Student Edition: Objective	Connections ELA Student Edition page(s) 249
				Student/Teacher Student/Teacher	9781531149611	∠46	Connections ELA Student Edition: Objective	Connections ELA Student Edition page(s) 246
				Student/Teacher	1			

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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
				Teacher Only	9781531129842 9781531149628	20	Connections ELL Teacher Resource: Questioning	Connections ELL Teacher Resource, page(s) 20
				Teacher Only	9781531129842 9781531149628	122	Connections Teacher Wraparound Edition: ELL Support First Read	Connections Teacher Wraparound Edition, page(s) 122
				Teacher Only Teacher Only				
(4) Cross-curricular second language acquisition/reading. The ELL								
reads a variety of texts for a variety of purposes with an increasing leve of comprehension in all content areas. ELLs may be at the beginning.	4							
intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning	(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							
expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated	confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend	 use visual and contextual support to read grade-appropriate content area text 	T: K-12 S: 6-12	Student/Teacher	9781531129804 9781531149611	213	Connections ELA Student Book: Compare Literary Styles	Connections ELA Student Book page(s) 213
(communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and	increasingly challenging language							
student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is								
expected to:								
				Student/Teacher	9781531129804 9781531149611	190	Connections ELA Student Book: Multimodal and Digital Texts	Connections ELA Student Book page(s) 190
				Student/Teacher Student/Teacher				
				Teacher Only	9781531129842 9781531149828	21	Connections ELL Teacher Resource: Annotate	Connections ELL Teacher Resource, page(s) 21
				Teacher Only	9781531149628 9781531129842 9781531149628	128	Connections Teacher Wraparound Edition: ELL Support Focus on Textual Evidence	Connections Teacher Wraparound Edition, page(s) 128
				Teacher Only Teacher Only				
(A) Cross-curricular second language acquisition/reading. The ELL				TOMETICS CHIEF				
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing leve of comprehension in all content areas. ELLs may be at the beginning.	4							
intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning	(F) use visual and contextual support and support from peers and							
expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated	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	(ii) use visual and contextual support to enhance and confirm understanding	T: K-12 S: 6-12	Student/Teacher	9781531129804 9781531149611	247	Connections ELA Student Book: Language: Allegory	Connections ELA Student Book page(s) 247
	structures, and background knowledge needed to comprehend increasingly challenging language							
student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is								
expected to:								
				Student/Teacher	9781531129804 9781531149611	190	Connections ELA Student Book: Multimodal and Digital Texts	Connections ELA Student Book page(s) 190
				Student/Teacher Student/Teacher				
				Teacher Only	9781531129842 9781531149628	21	Connections ELL Teacher Resource: Annotate	Connections ELL Teacher Resource, page(s) 21
				Teacher Only	9781531129842 9781531149628	128	Connections Teacher Wraparound Edition: ELL Support Focus on Textual Evidence	Connections Teacher Wraparound Edition, page(s) 128
				Teacher Only Teacher Only				
(4) Cross-curricular second language acquisition/reading. The ELL								
reads a variety of texts for a variety of purposes with an increasing leve of comprehension in all content areas. ELLs may be at the beginning,	4							
	(F) use visual and contextual support and support from peers and							
acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated	teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language	(iii) use visual and contextual support to develop vocabulary needed to comprehend increasingly challenging language	T: K-12 S: 6-12	Student/Teacher	9781531129804 9781531149611	322	Connections ELA Student Edition: The Supreme Court Picture	Connections ELA Student Edition page(s) 322
(communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and	structures, and background knowledge needed to comprehend increasingly challenging language							
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:								
				Student/Teacher	9781531135096 9781531149536	505	Connections Writing & Language Student Edition: Context Clues Chart	Connections Writing & Language Student Edition page(s) 505
				Student/Teacher Student/Teacher				
				Teacher Only	9781531129842 9781531149628	21	Connections ELL Teacher Resource: Annotate	Connections ELL Teacher Resource, page(s) 21
				Teacher Only	9781531129842 9781531149628	128	Connections Teacher Wraparound Edition: ELL Support Focus on Textual Evidence	Connections Teacher Wraparound Edition, page(s) 128
				Teacher Only Teacher Only				
(4) Cross-curricular second language acquisition/reading. The ELL								
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing leve of comprehension in all content areas. ELLs may be at the beginning.								
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	(F) use visual and contextual support and support from peers and							
expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the	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	 (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
(communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and	increasingly challenging language							
student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is								
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(4) Cross-curricular second language acquisition/reading. The ELL								
reads a variety of texts for a variety of purposes with an increasing leve 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	(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and		T: K-12					
expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated	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	 (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
(communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud	increasingly challenging language							
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:								
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				Student/Teacher	9781531129804 9781531149611	45	Connections ELA Student Edition: Preview Concepts Photo	Connections ELA Student Edition page(s) 45
				Student/Teacher Student/Teacher	0704504400040			
				Teacher Only	9781531129842 9781531149628	20	Connections ELL Teacher Resource: Questioning	Connections ELL Teacher Resource, page(s) 20
				Teacher Only Teacher Only	9781531129842 9781531149628	21	Connections ELL Teacher Resource: Quick Draw Visualization	Connections ELL Teacher Resource, page(s) 21
				Teacher Only				

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(a) Cress-curricular second language acqualation/heading. The ELL rends as weekly of lates for a variety of purposes with an increasing level of comprehensive for the purposes with an increasing level of comprehensive for the purposes with an increasing level of comprehensive for the purposes with an increasing level of comprehensive for the purposes with an increasing level of comprehensive for the purpose with an increasing level of comprehensive for the purpose with an increasing level of comprehensive for the purpose with an increasing level of comprehensive for the purpose of the purpose with an increasing level of comprehensive for the purpose with an increasing level of comprehensive for the suppose of language professors. For the suppose of language professors, per level and confirm understanding, and develop vocabulant, greater of language professors. For the suppose of language professors. For the suppo
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of less for a variety of plants for a variet
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Teacher Only 9781511769622 11 Connections ELL Teacher Resource. Japan Technique Connections ELL Teacher Resource. Japan Technique Connections ELL Teacher Resource. Japan Technique Connections ELL Support Speak and Lease Viraparound Edition. 1 Teacher Only 978151176962 131 Connections Teacher Wingsword Edition. 2 Speak 131. Septem Colv. 1 Septem Colv
Teacher Only 978153172982 131 Connection Teacher Wapparound Edition ELL Support Speak and Connection Teacher Wapparound Edition ELL Support Speak and Connection Teacher Wapparound Edition appeirs 131 (Hilm) (4) Cross-curricular second language acquisition/reading. The ELL resds a variety of teach for a variety of purposes with an increasing level
Teacher Only (4) Cross-curricular second language acquisition/reading. The ELL reads a variety of test for a variety of purposes with an increasing level of commendation and c
relates a variety of textos for a variety of purposes with an increasing elevel of commonlation in all context areas ET II arms in a first and the state of the
Intermediate, advanced, or devanced high stage of English Intigrage acquisition in active learning expectations across the foundation and enrichment curriculum, all intermediates developed the expectation across the foundation and enrichment curriculum, all intermediates developed in English and intermediates the legislation across the foundation and enrichment curriculum, all intermediates developed in English and the englished proportion contract eres the legislation appropriate contract eres the legislation appropriate contract eres the englished propriate contract eres the englished propriate contract eres the englished propriate contract eres the legislation appropriate contract eres the displaced propriate contract eres the stage of the englished propriate contract eres the develop background contract eres and develop vocabolary, grasp of language states and grade propriate contract eres and develop vocabolary, grasp of language states and grade propriate contract eres and develop vocabolary, grasp of language states and grade propriate contract eres and develop vocabolary, grasp of language states and grade propriate contract eres and develop vocabolary, grasp of language states and grade propriate contract eres and grade propriate contract eres and develop vocabolary, grasp of language states and confirm undestanting, and develop vocabolary, grasp of language states and confirm undestanting, and develop vocabolary, grasp of language states and confirm undestanting, and develop vocabolary, grasp of language states and confirm undestanting, and develop vocabolary, grasp of language states and confirm undestanting, and develop vocabolary, grasp of language states and confirm undestanting, and develop vocabolary, grasp of language states and confirm undestanting, and develop vocabolary, grasp of language states and confirm undestanting, and develop vocabolary, grasp of language states and confirm undestanting, and develop vocabolary, grasp of language states and confirm undestanting, and develop vocabolary,
Student/Teacher 979153114994 155 Connections ELA Student Edition Language Altusion Connections ELA Student Edition page(s) 155
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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 rends a variety of tess for a variety of purposes with an increasing level of comprehension in all consist raises. ELLs may be a the beginning, acquisition in reading, in order for the ELL to meet grade-level learning expectations carcos the foundation and enrichment carcifactum, all instruction delivered in English must be inquisitatedly accommodated (communicated), despenced, and scall delegal commence with the student's level of English through profitiency. For kindergarten and grade 1; certain of here abuder expenditions grapp (in learning the data disco- ting the control of the second control of the control of the second control of the second control of the control of the second control of the control of the control of the control of the second control of the control of the control of the control of the second control of the control of the control of the control of the second control of the control of the control of the control of the control of the second of the control of the control of the control of the control of the second of the control of the control of the control of the control of the second of the control of the control of the control of the control of the second of the control of the control of the control of the control of the second of the control of the control of the control of the control of the second of the control of the second of the control of the control of the control of the control of the second of the control of the control of the control of the control of the second of the control of the control of the control of the control of the second of the control of the control of the control of the control of the second of the control of the control of the control of the control of the second of the control of the	(G) demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs	(i) demonstrate comprehension of increasingly complex English by participating is shared reading commensurate with content area and grack fewer needs.	NA	NA .	NA	NA	NA	NA
(4) Cross-curricular second language acquisition/reading. The ELL rends a variety of test for a variety of purposes with an increasing level of comprehension in all content areas. ELLs any by ea the beginning, 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 inspitiscally accommodated (communicated, expected, and certificated) commencate with the students level of English language proticency. Fee kindergarten and grade 1, certific despected, and expectations apply to tent deal disold for fluctions of the students of the control of the students of the students and for fluctions of the students of the control of the students of the control of the students of the students are students.	(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: 8-12	Student/Teacher	9781531135096 9781531149536	498	Connections Writing & Language Student Edition: Summarizing	Connections Writing & Language Student Edition page(s) 498.
				Student/Teacher	9781531129804 9781531149611	244	Connections ELA Student Edition: Second Read Identify Conflict Objective	Connections ELA Student Edition page(s) 244
				Student/Teacher	5/0/00/1400/1			
				Student/Teacher Teacher Only	9781531129842	20	Connections ELL Teacher Resource: Break Apart the Text	Connections ELL Teacher Resource, page(s) 20
				Teacher Only	9781531149628 9781531129842	21	Connections ELL Teacher Resource: Break Apart the Text Connections ELL Teacher Resource: Reteil Summarize	Connections ELL Teacher Resource, page(s) 20 Connections ELL Teacher Resource, page(s) 21
				Teacher Only Teacher Only	9781531149628	21	Connections ELL Teacher Resource: Retell Summarize	Connections ELL Teacher Resource, page(s) 21
				Teacher Only				
(4) Cross-curricular second language acquisition/reading. The ELL readia a variety of lest for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, acquisition in reading, in order for the ELL to neer grater level reading, and cert for the ELL to neer grater level training expectations across the foundation and enrichment curriculum, all instruction delivered in Engish must be linguisitissity accommodated instructions of the ending of the ending and expectations across the commodated state of the ending and expectations apply to the order addition of read studied for students not yet at the stage of decoding written text. The student is expected for.	(c) demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to jugations, and taking notes commensurate with content uses and grade level needs	(iii) demonstrate comprehension of increasingly complex English by responding to questions commensurate with content area and grade level needs	T: K-12 S: 6-12	Student/Teacher	9781531129804 9781531149611	207	Connections ELA Student Edition: Focus on Analyzing an Author's Style Questions under 1, 2, 3	Connections ELA Student Edition page(a) 202
				Student/Teacher	9781531129804 9781531149611	313	Connections ELA Student Book: Structure of a Court Ruling	Connections ELA Student Book page(s) 313
				Student/Teacher	5761031145011			
				Student/Teacher Teacher Only	9781531129842	20	Connections ELL Teacher Resource: Questioning	Connections ELL Teacher Resource, page(s) 20
					9781531149628 9781531129842		Connections ELL Teacher Resource: questioning Connections Wraparound Teacher's Edition: ELL Support: Speak and	
				Teacher Only Teacher Only	9781531149628	188	Listen	Connections Wraparound Teacher's Edition, page(s) 188
				Teacher Only				
(4) Cross-curricular second language expeliation/heading. The ELL reads a variety of lest 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 steps of Ellphin barguage expectations advanced, or advanced high steps of English barguage expectations across the foundation and enrichment curriculum, all instruction delivered in English must be Englisheding commodated (communicated, sequenced, and scatificiding) commensurate with the approximation of the expectation of the expectations apply to the road advanced for students not yet all the stage of decoding written text. The student is expected for.	(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	(iv) demonstrate comprehension of increasingly complex English by staking notes commensurate with content area and grade level needs	T: K-12 S: 8-12	Student/Teacher	9781531129804 9781531149811	324	Connections ELA Student Edition: Writing a Argument Analysis Second paragraph	Connections ELA Student Edition page(s) 324
				Student/Teacher	9781531129842 9781531149628	55	Connections ELL Teacher Resource: Graphic Organizers Taking Notes	Connections ELL Teacher Resource, page(s) 55
				Student/Teacher	3/01031143020			
				Student/Teacher Teacher Only	9781531129842	21	Connections FLL Teacher Resource: Annotate	Connections ELL Teacher Resource, page(s) 21
				Teacher Only	9781531149628 9781531129842	141	Connections Teacher Wraparound Edition: ELL Support Recognizing	Connections Teacher Wraparound Edition, page(s) 141
				Teacher Only Teacher Only	9781531149628	141	Characterization and Conflict	ADDRESS TORANS YELDOGUARD EDITION, DAGS(S) 141.
(4) Cross-curricular second language acquisition/leading. The ELL reads a variety of teats for a variety of purposes with an increasing level reads a variety of teats for a variety of purposes with an increasing level intermediate, advanced, or advanced high stope of English tanguage acquisition in reading, in order for the ELL to meet grade vivel learning expectations across the foundation and enrichment curriculum, all intrauction delivered in English must be Equal to the properties of situations of the english purpose proficiency. For kindergarten and grade 1, central of hees studer expectations apply to lear deal disol for students not yet all the stage of decoding written text. The student is expected for.	(H) read silently with increasing ease and comprehension for longer periods	(i) read silently with increasing ease for longer periods	NA NA	Teacher Only NA	NA NA	NA	NA	NA .
(4) Cress-curricular second language acquisition/reading. The ELL reads a wriety of test for a variety of purposes with an increasing letter of comprehension in all context resure. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English banguage acquisition in reading, in lorder for the ELL to meet grade-level learning expectations across the fundation and enrichment curriculum, all communicated, experience, and expeditions across the fundation and enrichment curriculum, all communicated, experience, and expeditions of provide the learning expeditions of the expedition of the expedition of providence and grade 1, creating of these tabulene repositions apply to text read adduct for students and yet at the stage of decoding written text. The student is expected for:	(11) read silently with increasing ease and comprehension for longer periods	(ii) read sliently with increasing comprehension for longer periods	NA	NA NA	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Item Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the location for electronic programs
(4) Cirose-curricular second language acquisition/reading. The ELI reads a variety of tests for a variety of purposes with an increasing level of comprehension in all content exame. ELI smy los at the beginning, acquisition in reading, in order for the ELI. to meet grade-level learning acquisition in reading, in order for the ELI. to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be Inguisically accommodated (communicated), sequenced, and scattoded commencate with the students level of English language proficiency. For kindingstein and grade 1; certain of these tasked respectations gaply to last read adout only the students of the students.	(i) demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing supporting ideas and details in text and graphic sources, summarizing supporting in the state of	demonstrate English comprehension by employing basic reading skills commensurate with content area needs	NA	NA .	NA .	NA	NA .	NA
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of tests for a variety of purposes with an increasing level of comprehension in all content reasons. ELL may be at the beginning, and content of the beginning of the property of the property of the beginning acquisition in reading, in order for the ELL to meet grade level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated), sequenced, and scattfoeding commentate with the student's level of English language proficiency. For kindengarien and for students not yet at the stage of decoding written text. The student is on pected to:	(f) demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and death in feet and graphic sources, unmentating facilities and seems of supporting ideas and deaths from deaths commensurate with content area needs.	(ii) expand reading skills commensurate with content area needs	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 purposes with an increasing level of comprehension in all content exerts. ELL may be at the beginning, acquisition in reading, in order for the ELL to meet grade here beginning appeatations across the foundation and enrichment curriculum, all instruction delivered in English must be Inquisitionally accommodated (communicated), sequenced, and seaffiched procumerate with the students level of English interpretations profit points are with the students level of English interpretations apply to last read adout grade 1, seaffice of these tailed respectations page 10 sets read adout only the students of th	(3) demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and gradient of the conference of	(i) demonstrate English comprehension and expand reading skills by employing inferential skills	NA	NA .	NA .	NA NA	NA	NA
(4) Ciross-curricular second language acquisition/reading. The ELI reads a variety of tests for a variety of purposes with an increasing level of comprehension in all content areas. ELI smy to at the beginning, intermediate, advanced, or advanced high stage of English barquage expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguisistically accommodated communicated, sequenced, and seafficeding commenquate with the student's level of English harquage proficiency. For kindengarten and grand 1, cetatro of these student expectations apply to text read advoid for students not yet at the stage of decoding written text. The student is suspected for.	(K) demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade level needs	demonstrate English comprehension and expand reading skills by employing analytical skills	NA	NA	NA	NA	NA .	NA
(5) Cross-curricular second language acquisition/verifing. The ELL writtee in a variety of torms with increasing accuracy to effectively written in a variety of terms with increasing accuracy to effectively in the property of the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be inliquistically accommodated (commiscreds) expendent of a statistical commission with the student's level of English language acquisition of the student's level of English language expectations of or alphy viril the suddent's level of English language expectations of or alphy viril the suddent's level of the stage of generating original written test 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: 8-12	Student/Teacher	9781531135096 9781531149536	512	Connections Writing & Language Student Edition: Partial Pronunciation Key	Connections Writing & Language Student Edition page(s) 512
				Student/Teacher	9781531135096 9781531149536	467	Connections Writing & Language Student Edition: Words Ending in sede ceed and cede	Connections Writing & Language Student Edition page(s) 467
				Student/Teacher Student/Teacher				
				Teacher Only	9781531129842 9781531149628	21	Connections ELL Teacher Resource: Dictionaries	Connections ELL Teacher Resource, page(s) 21
				Teacher Only	9781531129842 9781531149628	20	Connections ELL Teacher Resource: Listen to Passages in Connections	Connections ELL Teacher Resource, page(s) 20
				Teacher Only Teacher Only				
(5) Cross-curricular second language expulsion-variety. The ELI variets in a variety of forms with revealing according in defectively address a specific purpose and audience in all cornert areas. ELI amy be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELI. to meet grade-level learning expectations across brundform and enrichment curriculum, all instruction delivered in English must be stadioted; commensurate with the authors for expecting the according to the expectation of on tapply until the subsect has seeded field in Stage proficiency. For kindergarten and grade 1, certain of these student expectations due not apply until the subsect has seeded field the stage of generating original written test 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: 8-12	Student/Teacher	9781531129842 9781531149628	50	Connections ELL Teacher Resources: Graphic Organizers Frayer Model	Connections ELL Tancher Resources, page(s) 50
				Student/Teacher	9781531129804 9781531149611	370	Connections ELA Student Edition: Language Word Patterns	Connections ELA Student Edition page(s) 370
				Student/Teacher Student/Teacher				
				Teacher Only	9781531129842 9781531149628 9781531129842	19	Connections ELL Teacher Resource: Vocabulary Flashcards	Connections ELL Teacher Resource, page(s) 19
				Teacher Only	9781531129842 9781531149628	149	Connections Teacher Wraparound Edition: ELL Support Write	Connections Teacher Wraparound Edition, page(s) 149
				Teacher Only Teacher Only				
(5) Cross-curricular second language acquisite/inveiting. The ELL written in a variety of forms with in-resisting 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 brundletion and enrichment curriculum, all instruction delivered in English must be extended to the expectation of the expectation of an expectation of on adaptive that the subtent like ord English advanage proficiency. For kindergarten and grade 1, certain of these student expectations of not apply until the subtent has seached the stage of generating original written test using a standard writing system. The student is sepected to:	(B) write using newly acquired basic vocabulary and content-based grade-level vocabulary	(ii) write using content-based grade-level vocabulary	T: K-12 S: 8-12	Student/Teacher	9781531129904 9781531149811	54	Connections ELA Student Edition: Write	Connections ELA Student Edition page(s) 54
				Student/Teacher	9781531129842 9781531149628	48	Connections ELL Teacher Resources: Grade 12 Unit 3 Activities Chapter 11 and 14	Connections ELL Teacher Resources, page(s) 48
				Student/Teacher				
			1	Student/ reacher	-			

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				Teacher Only	9781531129842	149	Connections Teacher Wraparound Edition: ELL Support Write	Connections Teacher Wraparound Edition, page(s) 149
				Teacher Only	9781531149628 9781531129842	174	Connections Teacher Wraparound Edition: ELL Support Write	Connections Teacher Wraparound Edition, page(s) 174
				Teacher Only	9781531149628		Connections Teacher Waparound Edition. CEE Copport William	Connections (Capital Williams Contain, page 5) 174
				Teacher Only				
(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with norsaing 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 writed grade-level learning especiations across foundation and be integrated and accommodated communicated sequenced, and scalifolded) commensurate with the subdraft selved efficient in adjustment of the subdraft selved efficient in a superposition or trapely until the subdraft selved efficient in adjustment of generating original writing a standard writing system. The student is expected to the subdraft is even define that grade is the student in the subdraft is even desired.	(C) goal familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired	(i) spell familiar English words with increasing accuracy	T: K-12 S: 6-12	Studenl/Teacher	9781531135096 9781531149536	467	Connections Writing & Language Student Edition: Spelling Patterns	Connections Writing & Language Student Edition page(s) 467
				Student/Teacher	9781531135096 9781531149536	332	Connections Writing & Language Student Edition: first paragraph	Connections Writing & Language Student Edition page(s) 332
				Student/Teacher	5/0/00/140000			
				Student/Teacher	9781531129842			
				Teacher Only	9781531149628	19	Connections ELL Teacher Resource: Vocabulary Flashcards	Connections ELL Teacher Resource, page(s) 19
				Teacher Only	9781531129842 9781531149628	18	Connections ELL Teacher Resource: Vocabulary Memory	Connections ELL Teacher Resource, page(s) 18
				Teacher Only				
(6) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively writes in a variety of a forms with increasing accuracy to effectively amply be at the beginning, internation, advanced, in other orders of the property of the propert	(C) spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired	(i) employ English spelling pattern with increasing accuracy as more English is acquired	T: K-12 S: 6-12	Student/Teacher	9781531135098 9781531149536	467	Connections Writing & Language Student Edition: Spelling Patterns	Connections Writing & Language Student Edition page(s) 467
				Student/Teacher	9781531135096	332	Connections Writing & Language Student Edition: first paragraph	Connections Writing & Language Student Edition page(s) 332
				Student/Teacher	9781531149536		. 34	
				Student/Teacher	9781531129842			
				Teacher Only	9781531149628	19	Connections ELL Teacher Resource: Vocabulary Flashcards	Connections ELL Teacher Resource, page(s) 19
				Teacher Only	9781531129842 9781531149628	18	Connections ELL Teacher Resource: Vocabulary Memory	Connections ELL Teacher Resource, page(s) 18
				Teacher Only				
(5) Cross-curricular second language acquisition/writing. The ELL				Teacher Only				
writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content rease. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English imaguage accupation in writing. In other for the ELL is entirely a stage of English imaguage accuration in writing. In other of the ELL is enrichment curriculum, all instruction delivered in English must be injusticately accommodated (communicated, sequenced, and scalifolded) commensurate with the student's level of English language accurations of on popily valid the student has reached the student of expectations of the student has reached the student of generating original writine text using a standard writing system. The student is a specied to:	(C) spel familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired	(ii) employ English spelling rules with increasing accuracy as more English is exquired	T: K-12 S: 6-12	Studenl/Teacher	9781531135098 9781531149538	467	Connections Writing & Language Student Edition: Spelling Patterns	Connections Writing & Language Student Edition pagetal 467
				Student/Teacher Student/Teacher	9781531135096 9781531149536	332	Connections Writing & Language Student Edition: first paragraph	Connections Writing & Language Student Edition page(s) 332
				Student/Teacher Student/Teacher				
				Teacher Only	9781531129842 9781531149628	19	Connections ELL Teacher Resource: Vocabulary Flashcards	Connections ELL Teacher Resource, page(s) 19
				Teacher Only	9781531149028 9781531129842 9781531149628	18	Connections ELL Teacher Resource: Vocabulary Memory	Connections ELL Teacher Resource, page(s) 18
				Teacher Only	9781531149628	10	Connectoral ELE Teacher recodered. Vocabulary memory	Commission Co. (Salara Model Co. Page 1971)
				Teacher Only				
(5) Conse-curricular second language acquisition/writing. The ELL writine in a variety of forms with increasing accuracy to effectively address a specific propose and sudients in all content sense. ELL substitutes a specific propose and sudients in all content sense. ELL substitutes according to the end of the ellipse acquisition with mistage of English language acquisition writing, in order for the ELL is meet grade-level learning especiations across burstiation and importance of the ellipse according to the ell	(D) edit writing for standard grammar and usage, including subjectives agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired.	(i) with writing for alreading grammar and usage, including subject-very agreement commissionable with grade-level expectations as more English is acquired	T: K-12 S: 6-12	Studenl/Teacher	9781531135096 9781531149536	43	Connections Writing & Language Student Edition: Subject-Verb Agreement	Connections Writing & Language Student Edition page(s) 43
				Student/Teacher	9781531129842 9781531149628	72	Connections ELL Teacher Resource: Proofreading Checklist	Connections ELL Teacher Resource, page(s) 72
				Student/Teacher				
				Student/Teacher	9781531129842	106	Connections Teacher Wraparound Edition: ELL Support Prepare to	Connections Teacher Wraparound Edition, page(s) 108
				Teacher Only	9781531149628 9781531129842		Write	
				Teacher Only	9781531149628	111	Connections Teacher Wraparound Edition: ELL Support Self Review	Connections Teacher Wraparound Edition, page(s) 111
				Teacher Only Teacher Only				
(5) Dose-curricular second language acception/mining. The ELL writes in a valid of form with in-revenil package in ELL with a size of the size of ELL with a size of English language acquisition in writing, in order for the ELL is met grade-level learning spectations across boundarion and enrichment curriculum, all valuation delivered in English must be impacted packaged and enrichment curriculum, all valuation delivered in English must be impacted to the size of English the size of English industrial control of	(D) edit writing for standard grammat and usage, including subjectives agreement, protours agreement, and appropriate well tenses or acquired with selfs sheet expectations as more English is acquired.	(i) 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	Studenl/Teacher	9781531135096 9781531149536	45	Connections Writing & Language Student Edition: Pronoun-Antecedent Agreement	Connections Writing & Language Student Edition page(s) 45
				Student/Teacher	9781531129842 9781531149628	72	Connections ELL Teacher Resource: Proofreading Checklist	Connections ELL Teacher Resource, page(s) 72
				Student/Teacher	9781531129842 9781531149628	72	Connections ELL Teacher Resource: Proofreading Checklist	Connections ELL Teacher Resource, page(s) 72
						72	Connections ELL Teacher Resource: Proofreading Checklist Connections Teacher Wraparound Edition: ELL Support Prepare to	Connections ELL Teacher Resource, page(s) 72 Connections Teacher Wraparound Edition, page(s) 108

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				Teacher Only	9781531129842 9781531149628	111	Connections Teacher Wraparound Edition: ELL Support Self Review	Connections Teacher Wraparound Edition, page(s) 111
				Teacher Only				
(6) Cross-curricular second language acquisition/writing. The ELL writes in a variety of times with increasing accuracy to effectively address a specific purpose and underine in all content areas ELLL stage of English regulage acquisition in writing. In order for the ELL to meet grade-level learning especiations access foundations and enrichment curriculum, all instruction delivered in English must be impassionable commonitated (communicated sequenced in English must be impassionable commonitated (communicated sequenced in English profice) and enrichment curriculum, all instruction delivered in English must be impassionable commonitated (communicated sequenced in sequenced in expensional sequenced in sequenced in a sequenced in a sequenced in the sequenced in t	(I) eat writing for standard grammar and usage, including addject- wis agreement, protous agreement, and appropriate well tension commensurate with grade-level expectations as more English is acquired	(ii) edit writing for standard grammar and usage, including appropriate velt breiss, commensurate with grade-level expectations as more English is acquired	T: K-12 S: 8-12	Teacher Only Student/Teacher	9781531135098 9781531149536	339	Connections Writing & Language Student Edition: Verb Tense	Connections Wiffing & Language Student Edition page(s) 330
				Student/Teacher	9781531129842 9781531149628	72	Connections ELL Teacher Resource: Proofreading Checklist	Connections ELL Teacher Resource, page(s) 72
				Student/Teacher	9781531135096 9781531149536	337	Connections Writing & Language Student Edition: Six Problem Verbs	Connections Writing & Language Student Edition page(s) 337
				Student/Teacher				
				Teacher Only	9781531129842 9781531149628	106	Connections Teacher Wraparound Edition: ELL Support Prepare to Write	Connections Teacher Wraparound Edition, page(s) 106
				Teacher Only	9781531129842 9781531149628	111	Connections Teacher Wraparound Edition: ELL Support Self Review	Connections Teacher Wraparound Edition, page(s) 111
				Teacher Only Teacher Only				
(6) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively writes in a variety of forms with increasing accuracy to effectively may be at the beginning intermediate, advanced, or advanced high stage of English language acquisition in writing, in order for the ELL or meet grade-level learning expectations access foundation and enrichment curriculum, all instruction delivered in English must be impassically accommodated (communicated sequenced a sequenced in a catallistical) commerciariate with the student's seed of English language expectations of an object with the situation of expectation of an object with the situation of expectation of an object with the situation of expectation of an object within the student of generalizing original written test using a standard writing system. The student is expected to:	(E) employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations such as (i) using cornect verbs, tenses, and pronouns/intendents; (ii) using possessive depostroptes—3 correctly, and, (iii) using negatives and contractions correctly	(i) employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations	T: K-12 S: 8-12	Studenl/Teacher	9781531135096 9781531149536	315	Connections Writing & Language Student Edition: The Uses of Sub-ordinate 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	2.2.27175555			
				Teacher Only	9781531129842	319	Connections Teacher Wraparound Edition: ELL Support Langauge	Connections Teacher Wraparound Edition, page(s) 319
				Teacher Only	9781531149628 9781531129842 9781531149628	369	Active and Passive Voice Connections Teacher Wraparound Edition: Write	Connections Teacher Wraparound Edition, page(s) 369
				Teacher Only	9781531149628	565	Connections (Calenter Wagneround Conton. With	Connections Teacher Wingsarcons Edition, page(5) 303
				Teacher Only				
(6) Cross-curricular second iniquage acquisition/wring. The ELL writes in a variety of form with necessing accuracy to effectively writes in a variety of form with necessing accuracy to effectively in a variety of the property of the property of the property of many to be at the beginning, insemediate, advanced, or advanced help it, or advanced to the property of the property of the property of the gradient property of the property of the property of the property of impairs of the property of the property of the property of the scale of the property of the property of the property of the scale of the property of the property of the property of the property of the property of the property of the property of the generating original writine too taking a standard writing system. The student is expected to:	(F) write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired	(i) write using a variety of grade-appropriate sentence lengths in increasingly accurate ways as more English is acquired	T: K-12 S: 6-12	Studenl/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	5/61031145530			
				Student/Teacher Teacher Only	9781531129842	207	Connections Teacher Wraparound Edition: ELL Support Write	Connections Teacher Wraparound Edition, page(s) 207
				Teacher Only	9781531149628 9781531129842	369		
					9781531149628	369	Connections Teacher Wraparound Edition: Write	Connections Teacher Wraparound Edition, page(s) 389
				Teacher Only Teacher Only				
(S) Cross-curricular second language acquisition/wring. The ELL writes in a variety of forms with necessing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or sharmed high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning operations access boundation and enrichment curriculum, all instruction delivered in English must be accessed to the contraction and enrichment curriculum, all instruction delivered in English must be scalableded) commensurate with the student is oved of English language proficiency. For kindreguatem and grade 1, certain of these student expectations do not supply until the subtent has reached the feet stude of generating original written tox using a standard writing system. The student is expected to:	(F) write using a variety of grade-appropriate enterior lengths, patterns, and covereding woods to combine present, classes, 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	Student/Teacher	9781531135096 9781531149536	315	Connections Writing & Language Student Edition: The Uses of Subordinate Clauses	Connections Writing & Language Student Edition page(s) 315
				Student/Teacher	9781531135096 9781531149536	325	Connections Writing & Language Student Edition: Complex Sentences	Connections Writing & Language Student Edition page(s) 325
				Student/Teacher Student/Teacher			·	
				Teacher Only	9781531129842	207	Connections Teacher Wraparound Edition: ELL Support Write	Connections Teacher Wraparound Edition, page(s) 207
				Teacher Only	9781531149628 9781531129842 9781531149628	369	Connections Teacher Wraparound Edition: Write	Connections Teacher Wraparound Edition, page(s) 369
				Teacher Only	9761031149628			
(6) Cross-curricular second language acquisition/writing. The ELL writes in a variety of times with increasing accuracy to effectively address a specific purpose and undertien in all content areas ELLI, stage of English language acquisition in writing, In order for the ELL to meet grade-level learning especiations access foundation and enrichment curriculum, all instruction delivered in English must be impastically accommodated (communicated sequenced and existing accommodated (communicated sequenced sequenced accommodated (communicated sequenced seq	(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 connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired	T: K-12 S: 8-12	Teacher Only Studenl/Teacher	9781531135098 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	are1031149536		Gornal ARRES	
				Student/Teacher Teacher Only	9781531129842	369	Connections Wraparound Teacher's Edition: ELL Support: Write	Connections Wraparound Teacher's Edition, page(s) 369
				. aaa. ki Giny	9781531149628	-55	and the second of the second s	and a control building one

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				Teacher Only	9781531129842	110	Connections Wraparound Teacher's Edition: ELL Support: First Draft	Connections Wraparound Teacher's Edition, page(s) 110
				Teacher Only	9781531149628	***		
				Teacher Only				
(6) Cross-curricular second ingrugues acquisition/writing. The ELL writes in a variety of form with in-recising accuracy to effectively address a specific purpose and audience in all content areas. ELL any lot aft the beigning, intermediate, advanced, or advanced high may be after beigning, intermediate, advanced, or advanced high may be a fine properties of the properties across foundation and enrichment curriculum, all instruction deviewed in English may be linguistically accommodated (communicated, sequenced, and scalifoldes) commensuate with the subset is seed of English Ingrugues professory. For kindingstems and grade 1, certain of these student expectations due to supply unit its subset to see call for the study of the student is expected for the subject of the student in the searched the study of 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	Studenl/Teacher	9781531129804 9781531149811 9781531135096	249	Connections ELA Student Edition: Comic Strip Creation	Connections ELA Student Edition page(s) 249
				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	9781531129842	21	Connections ELL Teacher Resource: Retell Summarize	Connections ELL Teacher Resource, page(s) 21
				-	9781531149628 9781531129842		Connections ELL Teacher Resource: Reteil Summarize Connections Teacher Wraparound Edition: ELL Support Gothic Short	
				Teacher Only	9781531149628	157	Story	Connections Teacher Wraparound Edition, page(s) 157
				Teacher Only Teacher Only				
(5) Cross-curricular second language acquisition/witing. The ELL writies in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content exess. Ell may be all the legisling, intermediate, advanced, or advanced high may be all the legisling, intermediate, advanced, or advanced high to make the properties of the prop	(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	9781531129842 9781531149628	192	Connections ELL Teacher Resource: Narrative Writing Revision Checkful	Connections ELL Teacher Resource, page (a) 192
				Student/Teacher	9781531135098 9781531149536	192	Connections Writing & Language Student Edition: Question 5	Connections Writing & Language Student Edition page(s) 192
				Student/Teacher Student/Teacher				
				Teacher Only	9781531129842	250	Connections Teacher Wraparound Edition: ELL Support On Your Own:	Connections Teacher Wraparound Edition, page(s) 250
					9781531149628 9781531129842	438-439	Integrating Ideas Connections Teacher Wraparound Edition: ELL Support Write	
				Teacher Only Teacher Only	9781531149628	430-439	Connections Teacher Wraparound Edition: ELL Support Write	Connections Teacher Wraparound Edition, page(s) 438-439
				Teacher Only				
(s) Cross-curricular second ingrugage acquisition/wring. The ELL written is a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELL: a special content of the end of the e	(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: 8-12	Student/Teacher	9781531129804 9781531149811	222	Connections ELA Student Edition: Writing a Definition Essay Writing Prompt	Connections ELA Student Edition page(s) 222
				Student/Teacher	9781531129804 9781531149611	447	Connections ELA Student Edition: Writing a Divison and Classification	Connections ELA Student Edition page(s) 447
				Student/Teacher	9/81031149611		Paper Writing Prompt	
				Student/Teacher	9781531129842		Connections Teacher Wraparound Edition: ELL Support Project Based	
				Teacher Only	9781531149628	22	Assessments—A Memoir Through Flashbacks	Connections Teacher Wraparound Edition, page(s) 22
				Teacher Only	9781531129842 9781531149628	116	Connections Teacher Wraparound Edition: ELL Support Your Assignment	Connections Teacher Wraparound Edition, page(s) 116
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