

Perfection Learning

ELL Reading Corner, Grades 6-8, correlated to TEKS Grades 6-8

| <i>Spanish Language Arts</i> | <i>English as a Second Language</i> | ELL Reading Corner, Grades 3-5 | ELL Reading Corner Teacher Reference Collection |
|---|---|-----------------------------------|---|
| GR A D E 6 • KNOWLEDGE A N D S K I L L S | | | |
| (6.3) Listening/speaking/appreciation. The student listens to enjoy and appreciate spoken language. | | | |
| | <i>The following expectations apply to the second language learner at his/her level of proficiency in English.</i> | | |
| (A) listen to proficient, fluent models of oral reading, including selections from classic and contemporary works (4-6); | (A) listen to proficient, fluent models of oral reading, including selections from classic and contemporary works (4-8); | X | |
| (6.6) Reading/word identification. The student uses a variety of word recognition strategies. | | | |
| | <i>The following expectations apply to the second language learner at his/her level of proficiency in English.</i> | | |
| (C) locate the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources (4-6). | (C) locate the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources (4-8). | X | |

Perfection Learning

ELL Reading Corner, Grades 6-8, correlated to TEKS Grades 6-8

| <i>Spanish Language Arts</i> | <i>English as a Second Language</i> | ELL Reading Corner, Grades 3-5 | ELL Reading Corner Teacher Reference Collection |
|--|--|--|--|
| (6.7) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels. | | | |
| | | <i>The following expectations apply to the second language learner at his/her level of proficiency in English.</i> | |
| (A) read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (6); | (A) read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (6); | X | |
| (B) read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader) (6); | (B) read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader) (6); | X | |
| (6.8) Reading/variety of texts. The student reads widely for different purposes in varied sources. | | | |
| | | <i>The following expectations apply to the second language learner at his/her level of proficiency in English.</i> | |
| (A) read classic and contemporary works (2-6); | (A) read classic and contemporary works (2-8); | X | |

Perfection Learning

ELL Reading Corner, Grades 6-8, correlated to TEKS Grades 6-8

| <i>Spanish Language Arts</i> | <i>English as a Second Language</i> | ELL Reading Corner, Grades 3-5 | ELL Reading Corner Teacher Reference Collection |
|--|--|---|--|
| (6.9) Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. | | | |
| <i>The following expectations apply to the second language learner at his/her level of proficiency in English.</i> | | | |
| (A) develop vocabulary by listening to selections read aloud (4-6); | (A) develop vocabulary by listening to selections read aloud (4-8); | X | |
| (C) use multiple reference aids, including a thesaurus, a synonym finder, dictionary, and software, to clarify meanings and usage (4-6); | (C) use multiple reference aids, including a thesaurus, a synonym finder, dictionary, and software, to clarify meanings and usage (4-8); | | X |
| (6.13) Reading/inquiry/research. The student inquires and conducts research using a variety of sources. | | | |
| <i>The following expectations apply to the second language learner at his/her level of proficiency in English.</i> | | | |
| (B) use text organizers, including headings, graphic features, and tables of contents, to locate and organize information (4-6); | (B) use text organizers, including headings, graphic features, and tables of contents, to locate and organize information (4-8); | X | |

Perfection Learning

ELL Reading Corner, Grades 6-8, correlated to TEKS Grades 6-8

| <i>Spanish Language Arts</i> | <i>English as a Second Language</i> | ELL Reading Corner, Grades 3-5 | ELL Reading Corner Teacher Reference Collection |
|------------------------------|---|-----------------------------------|---|
| | (6.28) Second language acquisition/reading. The ESOL student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. | X | |
| | <i>The following expectations apply to the second language learner at his/her level of proficiency in English.</i> | | |
| | (B) recognize directionality of English reading such as left to right and top to bottom (K-8/ESL); | X | |
| | (C) read authentic literature to develop vocabulary, structures, and background knowledge needed to comprehend increasingly challenging language (K-8/ESL); | X | |
| | (D) participate in shared reading (K-8/ESL); | X | |
| | (I) use graphic organizers as pre-reading activities to prepare for reading text (K- | X | |

Perfection Learning

ELL Reading Corner, Grades 6-8, correlated to TEKS Grades 6-8

| <i>Spanish Language Arts</i> | <i>English as a Second Language</i> | ELL Reading Corner, Grades 3-5 | ELL Reading Corner Teacher Reference Collection |
|--|--|-----------------------------------|---|
| | 8/ESL); | | |
| GR A D E 7 • KNOWLEDGE A N D S K I L L S | | | |
| (7.3) Listening/speaking/appreciation. The student listens to enjoy and appreciate spoken language. | | | |
| | <i>The following expectations apply to the second language learner at his/her level of proficiency in English.</i> | | |
| | (A) listen to proficient, fluent models of oral reading, including selections from classic and contemporary works (4-8); | X | |
| (7.7) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels. | | | |
| | <i>The following expectations apply to the second language learner at his/her level of proficiency in English.</i> | | |
| | (A) read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (7); | X | |
| | (B) read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader) (7); | X | |
| (7.8) Reading/variety of texts. The student reads widely for different purposes in varied sources. | | | |
| | <i>The following expectations apply to the second language learner at his/her level of proficiency in English.</i> | | |
| | (A) read classic and contemporary works (2-8); | X | |

Perfection Learning

ELL Reading Corner, Grades 6-8, correlated to TEKS Grades 6-8

| Spanish Language Arts | English as a Second Language | ELL Reading Corner, Grades 3-5 | ELL Reading Corner Teacher Reference Collection |
|---|-------------------------------------|---|--|
| (7.9) Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. | | | |
| <i>The following expectations apply to the second language learner at his/her level of proficiency in English.</i> | | | |
| (A) develop vocabulary by listening to selections read aloud (4-8); | | X | |
| (C) use multiple reference aids, including a thesaurus, synonym finder, dictionary, and software, to clarify meaning and usage (4-8); | | | X |
| (7.28) Second language acquisition/reading. The ESOL student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. | | X | |
| <i>The following expectations apply to the second language learner at his/her level of proficiency in English.</i> | | | |
| (B) recognize directionality of English reading such as left to right and top to bottom (K-8/ESL); | | X | |
| (C) read authentic literature to develop vocabulary, structures, and background knowledge needed to comprehend increasingly-challenging language (K-8/ESL); | | X | |
| (D) participate in shared reading (K-8/ESL); | | X | |
| (I) use graphic organizers as pre-reading activities to prepare for reading text (K-8/ESL); | | X | |

Perfection Learning

ELL Reading Corner, Grades 6-8, correlated to TEKS Grades 6-8

| <i>Spanish Language Arts</i> | <i>English as a Second Language</i> | ELL Reading Corner, Grades 3-5 | ELL Reading Corner Teacher Reference Collection |
|--|-------------------------------------|-----------------------------------|---|
| GR A D E 8 • KNOWLEDGE A N D S K I L L S | | | |
| (8.3) Listening/speaking/appreciation. The student listens to enjoy and appreciate spoken language. | | | |
| <i>The following expectations apply to the second language learner at his/her level of proficiency in English.</i> | | | |
| (A) listen to proficient, fluent models of oral reading, including selections from classic and contemporary works (4-8); | | X | |
| (8.7) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels. | | | |
| <i>The following expectations apply to the second language learner at his/her level of proficiency in English.</i> | | | |
| (A) read regularly in independent-level materials (texts in which approximately no more than 1 in 20 words is difficult for the reader) (8); | | X | |
| (B) read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader) (8); | | X | |
| (8.8) Reading/variety of texts. The student reads widely for different purposes in varied sources. | | | |
| <i>The following expectations apply to the second language learner at his/her level of proficiency in English.</i> | | | |
| (A) read classic and contemporary works (2-8); | | X | |

Perfection Learning

ELL Reading Corner, Grades 6-8, correlated to TEKS Grades 6-8

| <i>Spanish Language Arts</i> | <i>English as a Second Language</i> | ELL Reading Corner, Grades 3-5 | ELL Reading Corner Teacher Reference Collection |
|---|--|---|--|
| (8.9) Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. | | | |
| <i>The following expectations apply to the second language learner at his/her level of proficiency in English.</i> | | | |
| (A) develop vocabulary by listening to selections read aloud (4-8); | | X | |
| (8.28) Second language acquisition/reading. The ESOL student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. | | X | |
| <i>The following expectations apply to the second language learner at his/her level of proficiency in English.</i> | | | |
| (B) recognize directionality of English reading such as left to right and top to bottom (K-8/ESL); | | X | |
| (C) read authentic literature to develop vocabulary, structures, and background knowledge needed to comprehend increasingly-challenging language (K-8/ESL); | | X | |
| (D) participate in shared reading (K-8/ESL); | | X | |
| (I) use graphic organizers as pre-reading activities to prepare for reading text (K-8/ESL); | | X | |