

English Language Proficiency Standards (ELPS): Student/Teacher Material								
Subject	Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading							
Subchapter	Subchapter C. High School							
Course	§110.36. English I (One Credit), Adopted 2017							
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Program ISBN	9781531149185							
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Program ISBN (identical content)	9781531149208							
(a) Introduction.								
(1) The English language proficiency standards in this section outline English language proficiency level descriptors and student expectations for English language learners (ELLs). School districts shall implement this section as an integral part of each subject in the required curriculum. The English language proficiency standards are to be published along with the Texas Essential Knowledge and Skills (TEKS) for each subject in the required curriculum. (2) In order for ELLs to be successful, they must acquire both social and academic language proficiency in English. Social language proficiency in English consists of the English needed for daily social interactions. Academic language proficiency consists of the English needed to think critically, understand and learn new concepts, process complex academic material, and interact and communicate in English academic settings. (3) Classroom instruction that effectively integrates second language acquisition with quality content area instruction ensures that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills in the TEKS, and reach their full academic potential. (4) Effective instruction in second language acquisition involves giving ELLs opportunities to listen, speak, read, and write at their current levels of English development while gradually increasing the linguistic complexity of the English they read and hear, and are expected to speak and write. (5) The cross-curricular second language acquisition skills in subsection (c) of this section apply to ELLs in Kindergarten-Grade 12. (6) The English language proficiency levels of beginning, intermediate, advanced, and advanced high are not grade-specific. ELLs may exhibit different proficiency levels within the language domains of listening, speaking, reading, and writing. The proficiency level descriptors outlined in subsection (d) of this section show the progression of second language acquisition from one proficiency level to the next and serve as a road map to help content area teachers instruct ELLs commensurate with students' linguistic needs.								
(b) School district responsibilities.								
This section is not applicable to this document, but can be found at http://texas.legis.state.tx.us/rules/tac/chapter074/ch074a.html#74.4 .								
(c) Cross-curricular second language acquisition essential knowledge and skills								
Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Item Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the location for electronic programs
(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(A) use prior knowledge and experiences to understand meanings in English	(i) use prior knowledge to understand meanings in English	T: K-12 S: 6-12	Student/Teacher	9781531135096 9781531149536	481	Connections Writing & Language Student Edition: Use Your Prior Knowledge	Connections Writing & Language Student Edition page(s) 481
				Student/Teacher	9781531135096 9781531149536	508	Connections Writing & Language Student Edition: Root Words	Connections Writing & Language Student Edition page(s) 508
				Student/Teacher				
				Teacher Only	9781531129668 9781531149529	19	Connections ELL Teacher Resource: Support for Teaching ELLs in Connections: Vocabulary Flashcards	Connections ELL Teacher Resource, page(s) 19
				Teacher Only	9781531129668 9781531149529	19	Connections ELL Teacher Resource: Support for Teaching ELLs in Connections: Word Web	Connections ELL Teacher Resource, page(s) 19
				Teacher Only				
(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(A) use prior knowledge and experiences to understand meanings in English	(ii) use prior experiences to understand meanings in English	T: K-12 S: 6-12	Student/Teacher	9781531129620 9781531149512	38	Connections ELA Student Edition : Preview Concepts	Connections ELA Student Edition page(s) 38
				Student/Teacher	9781531135096 9781531149536	481	Connections Writing & Language Student Edition: Use Your Prior Knowledge	Connections Writing & Language Student Edition page(s) 481
				Student/Teacher				
				Teacher Only	9781531129668 9781531149529	19	Connections ELL Teacher Resource: Support for Teaching ELLs in Connections: Vocabulary Flash Cards	Connections ELL Teacher Resource, page(s) 19
				Teacher Only	9781531129668 9781531149529	18	Connections ELL Teacher Resource: Support for Teaching ELLs in Connections: Teaching Vocabulary	Connections ELL Teacher Resource, page(s) 18
				Teacher Only				
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				Student/Teacher	9781531129620 9781531149512	32	Connections ELA Student Edition : Speak and Listen	Connections ELA Student Edition page(s) 32
				Student/Teacher				
				Teacher Only	9781531129668 9781531149529	10	Connections ELL Teacher Resource: Support for Teaching ELLs in Connections: Language Rich Environment	Connections ELL Teacher Resource, page(s) 10
				Teacher Only	9781531129668 9781531149529	10	Connections ELL Teacher Resource: Support for Teaching ELLs in Connections: Corrective Feedback	Connections ELL Teacher Resource, page(s) 10
				Teacher Only				

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(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(C) use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary	(i) use strategic learning techniques to acquire basic and grade-level vocabulary	T: K-12 S: 6-12	Student/Teacher	9781531129688 9781531149529	14	Connections ELL Teacher Resource: General Expressions for the Classroom	Connections ELL Teacher Resource, page(s) 14
				Student/Teacher	9781531135096 9781531149536	503	Connections Writing & Language Student Edition: Varieties of English Dialects	Connections Writing & Language Student Edition page(s) 503
				Student/Teacher				
				Teacher Only	9781531129668 9781531149529	18	Connections ELL Teacher Resource: Support for Teaching ELLs in Connections: Vocabulary Memory	Connections ELL Teacher Resource, page(s) 18
				Teacher Only	9781531129668 9781531149529	20	Connections ELL Teacher Resource: Support for Teaching ELLs in Connections: Draw Act Define Read	Connections ELL Teacher Resource, page(s) 20
				Teacher Only				
(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(D) speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known)	(i) speak using learning strategies	T: K-12 S: 6-12	Student/Teacher	9781531129620 9781531149512	380	Connections ELA Student Edition : First Peer Review	Connections ELA Student Edition page(s) 380
				Student/Teacher	9781531129620 9781531149512	120	Connections ELA Student Edition : Speak and Listen	Connections ELA Student Edition page(s) 120
				Student/Teacher				
				Teacher Only	9781531129668 9781531149529	10	Connections ELL Teacher Resource: Same native language groups	Connections ELL Teacher Resource, page(s) 10
				Teacher Only	9781531129668 9781531149529	11	Connections ELL Teacher Resource: Support for Teaching ELLs in Connections: Use of Native Language	Connections ELL Teacher Resource, page(s) 11
				Teacher Only				
(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(E) internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment	(i) internalize new basic language by using and reusing it in meaningful ways in speaking activities that build concept and language attainment	NA	NA	NA	NA	NA	NA
(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(E) internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment	(ii) internalize new basic language by using and reusing it in meaningful ways in speaking activities that build concept and language attainment	NA	NA	NA	NA	NA	NA
(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(E) internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment	(iii) internalize new academic language by using and reusing it in meaningful ways in speaking activities that build concept and language attainment	NA	NA	NA	NA	NA	NA

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(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(F) use accessible language and learn new and essential language in the process	(i) use accessible language and learn new and essential language in the process	T, K-12	Student/Teacher	978151129620 978151149512	72	Connections ELA Student Edition: Chart	Connections ELA Student Edition page(s) 72
				Student/Teacher	978151135096 978151149536	331	Connections Writing & Language Student Edition: Regular and Irregular Verbs	Connections Writing & Language Student Edition page(s) 331
				Student/Teacher				
				Teacher Only	978151129668 978151149529	10	Connections ELL Teacher Resource: Support for Teaching ELLs in Connections: Comprehensible Input	Connections ELL Teacher Resource page(s) 10
				Teacher Only	978151129668 978151149529	10	Connections ELL Teacher Resource: Support for Teaching ELLs in Connections: Language Rich Environment	Connections ELL Teacher Resource page(s) 10
				Teacher Only				
				Teacher Only				
(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(G) demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations	(i) demonstrate an increasing ability to distinguish between formal and informal English	NA	NA	NA	NA	NA	NA
(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(G) demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations	(ii) demonstrate an increasing knowledge of when to use [formal and informal English] commensurate with grade-level learning expectations	NA	NA	NA	NA	NA	NA
(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(H) develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations	(i) develop and expand repertoire of learning strategies	NA	NA	NA	NA	NA	NA
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(A) distinguish sounds and intonation patterns of English with increasing ease	(i) distinguish sounds of English with increasing ease	NA	NA	NA	NA	NA	NA

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(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(A) distinguish sounds and intonation patterns of English with increasing ease	(i) distinguish intonation patterns of English with increasing ease	NA	NA	NA	NA	NA	NA
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(B) recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters	(i) recognize elements of the English sound system in newly acquired vocabulary	NA	NA	NA	NA	NA	NA
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(C) learn new language structures, expressions, and basic academic vocabulary heard during classroom instruction and interactions	(i) learn new language structures heard during classroom instruction and interactions	T: K-12	Student/Teacher	9781531129668 9781531149529	14	Connections ELL Teacher Resource: General Expressions for the Classroom	Connections ELL Teacher Resource, page(s) 14
				Student/Teacher	9781531129668 9781531149529	30	Connections ELL Teacher Resource: Sentence Frames for Connections Grade 10: Unit 1	Connections ELL Teacher Resource, page(s) 30
				Student/Teacher				
				Teacher Only	9781531129668 9781531149529	32	Connections Teacher Wraparound Edition: ELL Support: Speak and Listen	Connections Teacher Wraparound Edition, page(s) 32
				Teacher Only	9781531129668 9781531149529	45	Connections Teacher Wraparound Edition: ELL Support: Speak and Listen	Connections Teacher Wraparound Edition, page(s) 45
				Teacher Only				
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(C) learn new language structures, expressions, and basic academic vocabulary heard during classroom instruction and interactions	(ii) learn new expressions heard during classroom instruction and interactions	T: K-12	Student/Teacher	9781531135096 9781531149536	503	Connections Writing & Language Student Edition: Colloquialisms, Idioms, Slang, and Jargon	Connections Writing & Language Student Edition page(s) 503
				Student/Teacher	9781531129668 9781531149529	14	Connections ELL Teacher Resource: General Expressions for the Classroom	Connections ELL Teacher Resource, page(s) 14
				Student/Teacher				
				Teacher Only	9781531135096 9781531149536	504	Connections Writing & Language Student Edition: Examples of Colloquialisms, Idioms, Slang, and Jargon	Connections Writing & Language Student Edition page(s) 504
				Teacher Only	9781531129668 9781531149529	11	Connections ELL Teacher Resource: Translations Tools	Connections ELL Teacher Resource, page(s) 11
				Teacher Only				
				Teacher Only				
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(C) learn new language structures, expressions, and basic academic vocabulary heard during classroom instruction and interactions	(iii) learn basic vocabulary heard during classroom instruction and interactions	T: K-12 S: 6-12	Student/Teacher	9781531129668 9781531149529	14	Connections ELL Teacher Resource: General Expressions For the Classroom	Connections ELL Teacher Resource, page(s) 14

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				Student/Teacher	9781531129620 9781531149512	45	Connections ELA Student Edition : Speak and Listen	Connections ELA Student Edition page(s) 45
				Student/Teacher				
				Teacher Only	9781531129668 9781531149529	10	Connections ELL Teacher Resource: Modeling	Connections ELL Teacher Resource, page(s) 10
				Teacher Only	9781531129668 9781531149529	10	Connections ELL Teacher Resource: Language rich Environment	Connections ELL Teacher Resource, page(s) 10
				Teacher Only				
				Teacher Only				
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	(iv) learn academic vocabulary heard during classroom instruction and interactions	T: K-12 S: 6-12	Student/Teacher	9781531129668 9781531149529	14	Connections ELL Teacher Resource: General Expressions For the Classroom	Connections ELL Teacher Resource, page(s) 14
				Student/Teacher	9781531129620 9781531149512	66	Connections ELA Student Edition : Making Connections ELA	Connections ELA Student Edition page(s) 66
				Student/Teacher				
				Teacher Only	9781531129668 9781531149529	52	Connections Teacher Wraparound Edition: ELL Support: Academic Vocabulary	Connections Teacher Wraparound Edition, page(s) 52
				Teacher Only	9781531129668 9781531149529	66	Connections Teacher Wraparound Edition: ELL Support: Academic Vocabulary	Connections Teacher Wraparound Edition, page(s) 66
				Teacher Only				
				Teacher Only				
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(D) monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed	(i) monitor understanding of spoken language during classroom instruction and interactions	T: K-12	Student/Teacher	9781531129620 9781531149512	45	Connections ELA Student Edition : Speak and Listen	Connections ELA Student Edition page(s) 45
				Student/Teacher	9781531129620 9781531149512	73	Connections ELA Student Edition : Speak and Listen	Connections ELA Student Edition page(s) 73
				Student/Teacher				
				Teacher Only	9781531129668 9781531149529	23	Connections ELL Teacher Resource: Support for Teaching ELLs in Connections: Informal Assessment	Connections ELL Teacher Resource, page(s) 23
				Teacher Only	9781531129668 9781531149529	20	Connections ELL Teacher Resource: Support for Teaching ELLs in Connections: Questioning	Connections ELL Teacher Resource, page(s) 20
				Teacher Only				
				Teacher Only				
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(D) monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed	(ii) seek clarification [of spoken language] as needed	T: K-12 S: 6-12	Student/Teacher	9781531129620 9781531149512	181	Connections ELA Student Edition : Peer Review	Connections ELA Student Edition page(s) 181
				Student/Teacher	9781531129620 9781531149512	110	Connections ELA Student Edition : Speak and Listen	Connections ELA Student Edition page(s) 110
				Student/Teacher				
				Teacher Only	9781531129668 9781531149529	181	Connections Teacher Wraparound Edition: ELL Support: Revision	Connections Teacher Wraparound Edition, page(s) 181
				Teacher Only	9781531129668 9781531149529	110	Connections Teacher Wraparound Edition: ELL Support: Speak and Listen	Connections Teacher Wraparound Edition, page(s) 110
				Teacher Only				
				Teacher Only				

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(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(E) use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language	(i) use visual support to enhance and confirm understanding of increasingly complex and elaborated spoken language	NA	NA	NA	NA	NA	NA
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(E) use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language	(ii) use contextual support to enhance and confirm understanding of increasingly complex and elaborated spoken language	NA	NA	NA	NA	NA	NA
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(E) use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language	(iii) use linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language	T: K-12 S: 6-12	Student/Teacher	9781531129688 9781531149529	14	Connections ELL Resource General Expressions for the Classroom	Connections ELL Resource General Expressions for the Classroom, page(s) 14
				Student/Teacher	9781531135096 9781531149536	525	Connections Writing & Language Student Edition: Respond Appropriately	Connections Writing & Language Student Edition page(s) 525
				Student/Teacher				
				Teacher Only	9781531129688 9781531149529	18	Connections ELL Teacher Resource: Support for Teaching ELLs in Connections: Teaching Vocabulary	Connections ELL Teacher Resource, page(s) 18
				Teacher Only	9781531129688 9781531149529	20	Connections ELL Teacher Resource: Support for Teaching ELLs in Connections: Teaching Reading Passages Preview the Text	Connections ELL Teacher Resource, page(s) 20
				Teacher Only				
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(F) listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD-ROM to build and reinforce concept and language attainment	(i) listen to and derive meaning from a variety of media to build and reinforce concept attainment	NA	NA	NA	NA	NA	NA
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(F) listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD-ROM to build and reinforce concept and language attainment	(ii) listen to and derive meaning from a variety of media to build and reinforce language attainment	NA	NA	NA	NA	NA	NA

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

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

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Item Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the location for electronic programs
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(i) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs	(ii) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs	NA	NA	NA	NA	NA	NA
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(i) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs	(iii) demonstrate listening comprehension of increasingly complex spoken English by responding to questions and requests commensurate with content and grade-level needs	T: K-12 S: 6-12	Student/T teacher	9781531129620 9781531149512	32	Connections ELA Student Edition : Speak and Listen	Connections ELA Student Edition page(s) 32
				Student/T teacher	9781531129668 9781531149529	14	Connections ELL Resource General Expressions for the Classroom	Connections ELL Resource General Expressions for the Classroom, page(s) 14
				Student/T teacher				
				Teacher Only	9781531129668 9781531149529	32	Connections Teacher Wraparound Edition: ELL Support: Speak and Listen	Connections Teacher Wraparound Edition, page(s) 32
				Teacher Only	9781531129668 9781531149529	45	Connections Teacher Wraparound Edition: ELL Support: Speak and Listen	Connections Teacher Wraparound Edition, page(s) 45
				Teacher Only				
				Teacher Only				
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(i) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs	(iv) demonstrate listening comprehension of increasingly complex spoken English by taking notes commensurate with content and grade-level needs	T: K-12	Student/T teacher	9781531129620 9781531149512	45	Connections ELA Student Edition : Speak and Listen	Connections ELA Student Edition page(s) 45
				Student/T teacher	9781531129620 9781531149512	73	Connections ELA Student Edition : Speak and Listen	Connections ELA Student Edition page(s) 73
				Student/T teacher				
				Teacher Only	9781531129668 9781531149529	11	Connections ELL Teacher Resource: Jigsaw Technique	Connections ELL Teacher Resource, page(s) 11
				Teacher Only	9781531129668 9781531149529	9	Connections ELL Teacher Resource: Using Multilevel Groups	Connections ELL Teacher Resource, page(s) 9
				Teacher Only				
				Teacher Only				
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(i) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs	(v) demonstrate listening comprehension of increasingly complex spoken English by taking notes commensurate with content and grade-level needs	T: K-12 S: 6-12	Student/T teacher	9781531129620 9781531149512	110	Connections ELA Student Edition : Speak and Listen	Connections ELA Student Edition page(s) 110
				Student/T teacher	9781531129620 9781531149512	125	Connections ELA Student Edition : Speak and Listen	Connections ELA Student Edition page(s) 125
				Student/T teacher				
				Teacher Only	9781531129668 9781531149529	55	Connections ELL Teacher Resource: Support for Teaching ELLs in Connections: Graphic Organizer	Connections ELL Teacher Resource, page(s) 55
				Teacher Only				
				Teacher Only				

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Item Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the location for electronic programs
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(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 pronounce English words in a manner that is increasingly comprehensible	NA	NA	NA	NA	NA	NA
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(B) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication	(i) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects	NA	NA	NA	NA	NA	NA
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(B) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication	(ii) expand and internalize initial English vocabulary by retelling simple stories and basic information represented or supported by pictures	T: K-12 S: 6-12	Student/Teacher	9781531129620 9781531149512	359	Connections ELA Student Edition : Making Connections ELA	Connections ELA Student Edition pages(s) 359
				Student/Teacher	9781531135096 9781531149536	476	Connections Writing & Language TE gr10: Chart	Connections Writing & Language TE gr10 page(s) 476
				Student/Teacher				
				Teacher Only	9781531129668 9781531149529	18	Connections ELL Teacher Resource: Support for Teaching ELLs in Connections: Teaching Vocabulary	Connections ELL Teacher Resource, page(s) 18
				Teacher Only	9781531129668 9781531149529	10	Connections ELL Teacher Resource: Language-rich environment	Connections ELL Teacher Resource, page(s) 10
				Teacher Only				
				Teacher Only				
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(B) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication	(iii) expand and internalize initial English vocabulary by learning and using routine language needed for classroom communication	T: K-12 S: 6-12	Student/Teacher	9781531129668 9781531149529	14	Connections ELL Teacher Resource: General Expressions For the Classroom	Connections ELL Teacher Resource, page(s) 14
				Student/Teacher	9781531129620 9781531149512	15	Connections ELA Student Edition : Speak and Listen	Connections ELA Student Edition page(s) 15
				Student/Teacher				
				Teacher Only	9781531129668 9781531149529	18	Connections ELL Teacher Resource: Teaching Vocabulary	Connections ELL Teacher Resource, page(s) 18
				Teacher Only	9781531129668 9781531149529	19	Connections ELL Teacher Resource: Support for Teaching ELLs in Connections Word Web	Connections ELL Teacher Resource, page(s) 19
				Teacher Only				
				Teacher Only				

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Item Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the location for electronic programs
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired	(i) speak using a variety of grammatical structures with increasing accuracy and ease as more English is acquired	NA	NA	NA	NA	NA	NA
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired	(ii) speak using a variety of sentence lengths with increasing accuracy and ease as more English is acquired	NA	NA	NA	NA	NA	NA
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired	(iii) speak using a variety of sentence types with increasing accuracy and ease as more English is acquired	NA	NA	NA	NA	NA	NA
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired	(iv) speak using a variety of connecting words with increasing accuracy and ease as more English is acquired	T: K-12 S: 6-12	Student/Teacher	9781531129620 9781531149512	120	Connections ELA Student Edition : Speak and Listen	Connections ELA Student Edition page(s) 120
				Student/Teacher	9781531135096 9781531149536	527	Connections Writing & Language Student Edition: Try It Out: Fishbowl Activity	Connections Writing & Language Student Edition page(s) 527
				Student/Teacher				
				Teacher Only	9781531129668 9781531149529	10	Connections ELL Teacher Resource: More Ideas for Sheltering Instruction Corrective Feedback	Connections ELL Teacher Resource_page(s) 10
				Teacher Only	9781531129668 9781531149529	11	Connections ELL Teacher Resource: Connections and English Language Learners Think-Pair-Share (TPS)	Connections ELL Teacher Resource_page(s) 11
				Teacher Only				
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(D) speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency	(i) speak using grade-level content area vocabulary in context to internalize new English words	T: K-12 S: 6-12	Student/Teacher	9781531129620 9781531149512	45	Connections ELA Student Edition : Speak and Listen	Connections ELA Student Edition page(s) 45
				Student/Teacher	9781531129620 9781531149512	62	Connections ELA Student Edition : Roundtable Discussion	Connections ELA Student Edition page(s) 62
				Student/Teacher				
				Teacher Only	9781531129668 9781531149529	45	Connections Teacher Wraparound Edition: ELL Support: Speak and Listen	Connections Teacher Wraparound Edition_page(s) 45

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	9781531129668 9781531149529	62	Connections Teacher Wraparound Edition: ELL Support: Project-Based Assessment-Roundtable Discussion	Connections Teacher Wraparound Edition, page(s) 62
				Teacher Only				
				Teacher Only				
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(D) speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency	(ii) speak using grade-level content area vocabulary in context to build academic language proficiency	T: K-12 S: 6-12	Student/Teacher	9781531129620 9781531149512	120	Connections ELA Student Edition : Speak and Listen	Connections ELA Student Edition page(s) 120
				Student/Teacher	9781531129620 9781531149512	122	Connections ELA Student Edition : Speak and Listen	Connections ELA Student Edition page(s) 122
				Student/Teacher				
				Teacher Only	9781531129668 9781531149529	120	Connections Teacher Wraparound Edition: ELL Support: Speak and Listen	Connections Teacher Wraparound Edition, page(s) 120
				Teacher Only	9781531129668 9781531149529	122	Connections Teacher Wraparound Edition: ELL Support: Speak and Listen	Connections Teacher Wraparound Edition, page(s) 122
				Teacher Only				
				Teacher Only				
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(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 TE gr10: Try it Out: Collaboration and Decision Making Four Corners Debate	Connections Writing & Language TE gr10 page(s) 545
				Student/Teacher	9781531129620 9781531149512	154	Connections ELA Student Edition : Roundtable Discussion	Connections ELA Student Edition page(s) 154
				Student/Teacher				
				Teacher Only	9781531135096 9781531149536	537-539	Connections Writing & Language TE gr10: Communicating and Collaborating in Groups	Connections Writing & Language TE gr10 page(s) 537-539
				Teacher Only	9781531135096 9781531149536	540-541	Connections Writing & Language TE gr10: Guidelines for Effective Collaboration	Connections Writing & Language TE gr10 page(s) 540-541
				Teacher Only				
				Teacher Only				
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(F) ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments	(i) ask [or] information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments	T: K-12 S: 6-12	Student/Teacher	9781531129668 9781531149529	14	Connections ELL Teacher Resource: General Expressions for the Classroom	Connections ELL Teacher Resource, page(s) 14
				Student/Teacher	9781531135096 9781531149536	538	Connections Writing & Language Student Edition: Collaborating Effectively Chart Verbal Cues	Connections Writing & Language Student Edition page(s) 538
				Student/Teacher				
				Teacher Only	9781531129668 9781531149529	182	Connections Teacher Wraparound Edition: ELL Support: Second Peer Review	Connections Teacher Wraparound Edition, page(s) 182
				Teacher Only	9781531129668 9781531149529	278	Connections Teacher Wraparound Edition: ELL Support: Second Peer Review	Connections Teacher Wraparound Edition, page(s) 278
				Teacher Only				
				Teacher Only				

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Item Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the location for electronic programs
<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(F) ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments</p>		<p>T: K-12 S: 6-12</p>	<p>Student/Teacher</p>	<p>9781531129620 9781531149512</p>	62	Connections ELA Student Edition : Roundtable Discussion	Connections ELA Student Edition page(s) 62
					<p>9781531129620 9781531149512</p>	63	Connections ELA Student Edition : Instructions for a Roundtable Discussion	Connections ELA Student Edition page(s) 63
					<p>9781531129668 9781531149529</p>	62	Connections Teacher Wraparound Edition: ELL Support: Project-Based Assessment-Roundtable Discussion	Connections Teacher Wraparound Edition, page(s) 62
					<p>9781531129668 9781531149529</p>	63	Connections Teacher Wraparound Edition: ELL Support: Project-Based Assessment Argumentative Essay	Connections Teacher Wraparound Edition, page(s) 63
<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(G) express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics</p>		<p>T: K-12</p>	<p>Student/Teacher</p>	<p>9781531129620 9781531149512</p>	146	Connections ELA Student Edition : Making Connections ELA	Connections ELA Student Edition page(s) 146
					<p>9781531129620 9781531149512</p>	45	Connections ELA Student Edition : Speak and Listen	Connections ELA Student Edition page(s) 45
					<p>9781531129668 9781531149529</p>	146	Connections Teacher Wraparound Edition: ELL Support: Making Connections	Connections Teacher Wraparound Edition, page(s) 146
					<p>9781531129668 9781531149529</p>	45	Connections Teacher Wraparound Edition: ELL Support: Speak and Listen	Connections Teacher Wraparound Edition, page(s) 45
<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(G) express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics</p>		<p>T: K-12</p>	<p>Student/Teacher</p>	<p>9781531135096 9781531149536</p>	521	Connections Writing & Language Student Edition: Speaking Effectively	Connections Writing & Language Student Edition page(s) 521
					<p>9781531135096 9781531149536</p>	537	Connections Writing & Language Student Edition: Communicating and Collaborating in Groups	Connections Writing & Language Student Edition page(s) 537
					<p>9781531129668 9781531149529</p>	11	Connections ELL Teacher Resource: Think Pair Share	Connections ELL Teacher Resource, page(s) 11
					<p>9781531129668 9781531149529</p>	59	Connections Teacher Wraparound Edition: ELL Support: Focus on Author's Craft	Connections Teacher Wraparound Edition, page(s) 59
<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(G) express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics</p>		<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Item Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the location for electronic programs
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(H) narrate, describe, and explain with increasing specificity and detail as more English is acquired	(i) narrate with increasing specificity and detail as more English is acquired	NA	NA	NA	NA	NA	NA
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(H) narrate, describe, and explain with increasing specificity and detail as more English is acquired	(ii) describe with increasing specificity and detail as more English is acquired	NA	NA	NA	NA	NA	NA
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(H) narrate, describe, and explain with increasing specificity and detail as more English is acquired	(iii) explain with increasing specificity and detail as more English is acquired	T: K-12 S: 6-12	Student/Teacher	9781531129620 9781531149512	32	Connections ELA Student Edition : Speak and Listen	Connections ELA Student Edition page(s) 32
				Student/Teacher	9781531129620 9781531149512	201	Connections ELA Student Edition : Speak and Listen	Connections ELA Student Edition page(s) 201
				Student/Teacher				
				Student/Teacher				
				Teacher Only	9781531129668 9781531149529	32	Connections Teacher Wraparound Edition: ELL Support: Speak and Listen	Connections Teacher Wraparound Edition, page(s) 32
				Teacher Only	9781531129668 9781531149529	201	Connections Teacher Wraparound Edition: ELL Support: Speak and Listen	Connections Teacher Wraparound Edition, page(s) 201
				Teacher Only				
				Teacher Only				
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(I) adapt spoken language appropriately for formal and informal purposes	(i) adapt spoken language appropriately for formal purposes	NA	NA	NA	NA	NA	NA
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(I) adapt spoken language appropriately for formal and informal purposes	(ii) adapt spoken language appropriately for informal purposes	NA	NA	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Item Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the location for electronic programs
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(J) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment	(I) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept attainment	NA	NA	NA	NA	NA	NA
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(J) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment	(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
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(A) learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots and base words	(I) learn relationships between sounds and letters of the English language	NA	NA	NA	NA	NA	NA
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(A) learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots and base words	(II) decode (sound out) words using a combination of skills	NA	NA	NA	NA	NA	NA
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(B) recognize directionality of English reading such as left to right and top to bottom	(I) recognize directionality of English reading	NA	NA	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Item Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the location for electronic programs
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials</p>	<p>(i) develop basic sight vocabulary used routinely in written classroom materials</p>	<p>T: K-12 S: 6-12</p>	Student/Teacher	9781531135096 9781531149536	508	Connections Writing & Language Student Edition: Root Words Chart	Connections Writing & Language Student Edition page(s) 508
				Student/Teacher	9781531129668 9781531149529	14	Connections ELL Teacher Resource: General Expressions For the Classroom	Connections ELL Teacher Resource page(s) 14
				Student/Teacher				
				Teacher Only	9781531129668 9781531149529	18	Connections ELL Teacher Resource: Support for Teaching ELLs in Connections Teaching Vocabulary	Connections ELL Teacher Resource page(s) 18
				Teacher Only	9781531129668 9781531149529	19	Connections ELL Teacher Resource: Support for Teaching ELLs in Connections Vocabulary Flashcards	Connections ELL Teacher Resource page(s) 19
				Teacher Only				
				Teacher Only				
				Student/Teacher				
				Student/Teacher				
				Student/Teacher				
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials</p>	<p>(ii) derive meaning of environmental print</p>	<p>T: K-12 S: 6-12</p>	Student/Teacher	9781531129668 9781531149529	16	Connections ELL Teacher Resource: Teaching Closed Reading Advertisement Activity	Connections ELL Teacher Resource page(s) 16
				Student/Teacher	9781531129668 9781531149529	17	Connections ELL Teacher Resource: Teaching Closed Reading Advertisement Activity	Connections ELL Teacher Resource page(s) 17
				Student/Teacher				
				Teacher Only	9781531129668 9781531149529	16	Connections ELL Teacher Resource: Teaching Closed Reading Advertisement Activity	Connections ELL Teacher Resource page(s) 16
				Teacher Only	9781531129668 9781531149529	17	Connections ELL Teacher Resource: Teaching Closed Reading Advertisement Activity	Connections ELL Teacher Resource page(s) 17
				Teacher Only				
				Teacher Only				
				Student/Teacher				
				Student/Teacher				
				Student/Teacher				
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials</p>	<p>(iii) comprehend English vocabulary used routinely in written classroom materials</p>	<p>T: K-12 S: 6-12</p>	Student/Teacher	9781531135096 9781531149536	505	Connections Writing & Language Student Edition: Context Clues	Connections Writing & Language Student Edition page(s) 505
				Student/Teacher	9781531135096 9781531149536	508	Connections Writing & Language Student Edition: Root Words	Connections Writing & Language Student Edition page(s) 508
				Student/Teacher				
				Teacher Only	9781531129668 9781531149529	18	Connections ELL Teacher Resource: Teaching Vocabulary	Connections ELL Teacher Resource page(s) 18
				Teacher Only	9781531129668 9781531149529	14	Connections ELL Teacher Resource: General Expressions for the Classroom	Connections ELL Teacher Resource page(s) 14
				Teacher Only				
				Teacher Only				
				Student/Teacher				
				Student/Teacher				
				Student/Teacher				

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Item Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the location for electronic programs
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials</p>	<p>(iv) comprehend English language structures used routinely in written classroom materials</p>	<p>T: K-12 S: 6-12</p>	Student/Teacher	9781531135096 9781531149536	509	Connections Writing & Language Student Edition: Prefixes	Connections Writing & Language Student Edition page(s) 509
				Student/Teacher	9781531135096 9781531149536	509-510	Connections Writing & Language Student Edition: Common Suffixes	Connections Writing & Language Student Edition page(s) 509-510
				Student/Teacher				
				Teacher Only	9781531129668 9781531149529	19	Connections ELL Teacher Resource: Word Web	Connections ELL Teacher Resource, page(s) 19
				Teacher Only	9781531129668 9781531149529	21	Connections ELL Teacher Resource: Graphic organizers	Connections ELL Teacher Resource, page(s) 21
				Teacher Only				
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(D) use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text</p>	<p>(i) use prereading supports to enhance comprehension of written text</p>	<p>T: K-12 S: 6-12</p>	Student/Teacher	9781531129620 9781531149512	17	Connections ELA Student Edition g10: graphic organizer	Connections ELA Student Edition g10 page(s) 17
				Student/Teacher	9781531129620 9781531149512	217	Connections ELA Student Edition : Focus on Understanding Structure	Connections ELA Student Edition page(s) 217
				Student/Teacher				
				Teacher Only	9781531129668 9781531149529	19	Connections ELL Teacher Resource: Word Web	Connections ELL Teacher Resource, page(s) 19
				Teacher Only	9781531129668 9781531149529	21	Connections ELL Teacher Resource: Graphic organizers	Connections ELL Teacher Resource, page(s) 21
				Teacher Only				
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(E) read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned</p>	<p>(i) read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned</p>	<p>T: K-12</p>	Student/Teacher	9781531135096 9781531149536	484	Connections Writing & Language Student Edition: First Read Understand Key Ideas	Connections Writing & Language Student Edition page(s) 484
				Student/Teacher	9781531135096 9781531149536	486	Connections Writing & Language Student Edition: Annotating a Text	Connections Writing & Language Student Edition page(s) 486
				Student/Teacher				
				Teacher Only	9781531129668 9781531149529	20	Connections ELL Teacher Resource: Questioning	Connections ELL Teacher Resource, page(s) 20
				Teacher Only	9781531129668 9781531149529	15	Connections ELL Teacher Resource: Support for Teaching ELLs in Connections Teaching Close Reading	Connections ELL Teacher Resource, page(s) 15
				Teacher Only				

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Item Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the location for electronic programs
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	(i) use visual and contextual support to read grade-appropriate content area text	T: K-12 S: 6-12	Student/Teacher	9781531135096 9781531149536	484	Connections Writing & Language Student Edition: First Read Understand Key Ideas	Connections Writing & Language Student Edition page(s) 484
				Student/Teacher	9781531135096 9781531149536	495-496	Connections Writing & Language Student Edition: Metacognitive Skills	Connections Writing & Language Student Edition page(s) 495-496
				Student/Teacher				
				Teacher Only	9781531135096 9781531149536	479	Connections Writing & Language Student Edition: Text Structure	Connections Writing & Language Student Edition page(s) 479
				Teacher Only	9781531129668 9781531149529	288	Connections Teacher Wraparound Edition: ELL Support: Preview Academic Vocabulary	Connections Teacher Wraparound Edition, page(s) 288
				Teacher Only				
				Teacher Only				
				Student/Teacher	9781531135096 9781531149536	505	Connections Writing & Language Student Edition: Context Clues Chart	Connections Writing & Language Student Edition page(s) 505
				Student/Teacher	9781531135096 9781531149536	493	Connections Writing & Language Student Edition: 3. Third Read: Determine Why the Text is Meaningful and How it Connects to Other Texts	Connections Writing & Language Student Edition page(s) 493
				Student/Teacher				
Teacher Only	9781531129668 9781531149529	21	Connections ELL Teacher Resource: Annotate	Connections ELL Teacher Resource, page(s) 21				
Teacher Only	9781531129668 9781531149529	15	Connections ELL Teacher Resource: Support for Teaching ELL's in Connections Teaching Close Reading	Connections ELL Teacher Resource, page(s) 15				
Teacher Only								
Teacher Only								
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	(ii) use visual and contextual support to enhance and confirm understanding	T: K-12 S: 6-12	Student/Teacher	9781531129620 9781531149512	310	Connections ELA Student Edition : Focus on Author's Purpose	Connections ELA Student Edition page(s) 310
				Student/Teacher	9781531135096 9781531149536	505	Connections Writing & Language Student Edition: Determining Word Meaning	Connections Writing & Language Student Edition page(s) 505
				Student/Teacher				
				Teacher Only	9781531129668 9781531149529	306	Connections Teacher Wraparound Edition: ELL Support: Preview Academic Vocabulary	Connections Teacher Wraparound Edition, page(s) 306
				Teacher Only	9781531129668 9781531149529	288	Connections Teacher Wraparound Edition: ELL Support: Preview Academic Vocabulary	Connections Teacher Wraparound Edition, page(s) 288
				Teacher Only				
				Teacher Only				
				Student/Teacher	9781531135096 9781531149536	505	Connections Writing & Language Student Edition: Determining Word Meaning	Connections Writing & Language Student Edition page(s) 505
				Student/Teacher				
				Teacher Only	9781531129668 9781531149529	306	Connections Teacher Wraparound Edition: ELL Support: Preview Academic Vocabulary	Connections Teacher Wraparound Edition, page(s) 306
Teacher Only	9781531129668 9781531149529	288	Connections Teacher Wraparound Edition: ELL Support: Preview Academic Vocabulary	Connections Teacher Wraparound Edition, page(s) 288				
Teacher Only								
Teacher Only								

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Item Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the location for electronic programs
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	(iv) use visual and contextual support to develop grasp of language structures needed to comprehend increasingly challenging language	NA	NA	NA	NA	NA	NA
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	(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	505	Connections Writing & Language Student Edition: Context Clues Chart	Connections Writing & Language Student Edition page(s) 505
				Student/Teacher	9781531135096 9781531149536	507	Connections Writing & Language Student Edition: Try It Out: Context Clues	Connections Writing & Language Student Edition page(s) 507
				Teacher Only	9781531129668 9781531149529	21	Connections ELL Teacher Resource: Support for Teaching ELL's in Connections Graphic Organizers	Connections ELL Teacher Resource_page(s) 21
				Teacher Only	9781531129668 9781531149529	21	Connections ELL Teacher Resource: Support for Teaching ELL's in Connections Visual Aids	Connections ELL Teacher Resource_page(s) 21
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	(vi) use support from peers and teachers to read grade-appropriate content area text	T: K-12 S: 6-12	Student/Teacher	9781531129620 9781531149512	28	Connections ELA Student Edition : Focus on Defining Terms	Connections ELA Student Edition page(s) 28
				Student/Teacher	9781531129620 9781531149512	36	Connections ELA Student Edition : Connect to Testing	Connections ELA Student Edition page(s) 36
				Teacher Only	9781531129668 9781531149529	28	Connections Teacher Wraparound Edition: ELL Support: Focus on Defining Terms	Connections Teacher Wraparound Edition_page(s) 28
				Teacher Only	9781531129668 9781531149529	36	Connections Teacher Wraparound Edition: ELL Support Connect to Testing	Connections Teacher Wraparound Edition_page(s) 36
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	(vii) use support from peers and teachers to enhance and confirm understanding	T: K-12 S: 6-12	Student/Teacher	9781531129620 9781531149512	28	Connections ELA Student Edition : Focus on Defining Terms	Connections ELA Student Edition page(s) 28
				Student/Teacher	9781531129620 9781531149512	70	Connections ELA Student Edition : Focus on New Words	Connections ELA Student Edition page(s) 70
				Teacher Only	9781531129668 9781531149529	28	Connections Teacher Wraparound Edition: ELL Support: Focus on Defining Terms	Connections Teacher Wraparound Edition_page(s) 28
				Teacher Only	9781531129668 9781531149529	8	Connections Teacher Wraparound Edition: ELL Support: Preview Academic Vocabulary	Connections Teacher Wraparound Edition_page(s) 8

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Item Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the location for electronic programs
				Teacher Only				
				Teacher Only				
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	(viii) use support from peers and teachers to develop vocabulary needed to comprehend increasingly challenging language	T: K-12 S: 6-12	Student/T teacher	9781531129620 9781531149512	32	Connections ELA Student Edition : Speak and Listen	Connections ELA Student Edition page(s) 32
				Student/Teacher	9781531129620 9781531149512	45	Connections ELA Student Edition : Speak and Listen	Connections ELA Student Edition page(s) 45
				Student/T teacher				
				Teacher Only	9781531129668 9781531149529	11	Connections ELL Teacher Resource: Jigsaw Technique	Connections ELL Teacher Resource, page(s) 11
				Teacher Only	9781531129668 9781531149529	54	Connections Teacher Wraparound Edition: ELL Support: Determining Main Ideas	Connections Teacher Wraparound Edition, page(s) 54
				Teacher Only				
				Teacher Only				
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	(ix) use support from peers and teachers to develop grasp of language structures needed to comprehend increasingly challenging language	T: K-12 S: 6-12	Student/T teacher	9781531129620 9781531149512	70	Connections ELA Student Edition : Focus on New Words	Connections ELA Student Edition page(s) 70
				Student/Teacher	9781531129620 9781531149512	73	Connections ELA Student Edition : Second Read: Determining Main Ideas	Connections ELA Student Edition page(s) 73
				Student/T teacher				
				Teacher Only	9781531129668 9781531149529	69	Connections Teacher Wraparound Edition: ELL Support Focus on New Words	Connections Teacher Wraparound Edition, page(s) 69
				Teacher Only	9781531129668 9781531149529	75	Connections Teacher Wraparound Edition: ELL Support: Language	Connections Teacher Wraparound Edition, page(s) 75
				Teacher Only				
				Teacher Only				
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	(x) use support from peers and teachers to develop background knowledge needed to comprehend increasingly challenging language	T: K-12 S: 6-12	Student/T teacher	9781531129620 9781531149512	220	Connections ELA Student Edition : Speak and Listen	Connections ELA Student Edition page(s) 220
				Student/Teacher	9781531129620 9781531149512	330	Connections ELA Student Edition : Speak and Listen	Connections ELA Student Edition page(s) 330
				Student/T teacher				
				Teacher Only	9781531129668 9781531149529	111	Connections Teacher Wraparound Edition: ELL Support: Language: Use a Dictionary	Connections Teacher Wraparound Edition, page(s) 111
				Teacher Only	9781531129668 9781531149529	212	Connections Teacher Wraparound Edition: ELL Support: Preteach Vocabulary	Connections Teacher Wraparound Edition, page(s) 212
				Teacher Only				
				Teacher Only				

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Item Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the location for electronic programs
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(G) demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs	(I) demonstrate comprehension of increasingly complex English by participating in shared reading commensurate with content area and grade level needs	NA	NA	NA	NA	NA	NA
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(G) demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs	(ii) demonstrate comprehension of increasingly complex English by retelling or summarizing material commensurate with content area and grade level needs	T: K-12 S: 6-12	Student/Teacher	9781531135096 9781531149536	498	Connections Writing & Language Student Edition: Summarizing	Connections Writing & Language Student Edition page(s) 498
				Student/T teacher	9781531135096 9781531149536	525	Connections Writing & Language Student Edition: Summarize what you heard	Connections Writing & Language Student Edition page(s) 525
				Student/T teacher				
				Teacher Only	9781531129668 9781531149529	232	Connections Teacher Wraparound Edition: ELL Support: Focus on Point of View	Connections Teacher Wraparound Edition, page(s) 232
				Teacher Only	9781531129668 9781531149529	323	Connections Teacher Wraparound Edition: ELL Support: First Read	Connections Teacher Wraparound Edition, page(s) 323
				Teacher Only				
				Teacher Only				
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(G) demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs	(iii) demonstrate comprehension of increasingly complex English by responding to questions commensurate with content area and grade level needs	T: K-12 S: 6-12	Student/Teacher	9781531129668 9781531149529	52	Connections ELL Teacher Resource: Graphic Organizers Main Idea and Supporting Details	Connections ELL Teacher Resource, page(s) 52
				Student/T teacher	9781531129668 9781531149529	46	Connections ELL Teacher Resource: Chapter 6 Write Sentence Frames	Connections ELL Teacher Resource, page(s) 46
				Student/T teacher				
				Teacher Only	9781531129668 9781531149529	90	Connections Teacher Wraparound Edition: ELL Support: Practice Performance Task	Connections Teacher Wraparound Edition, page(s) 90
				Teacher Only	9781531129668 9781531149529	184	Connections Teacher Wraparound Edition: ELL Support: Practice Performance Task	Connections Teacher Wraparound Edition, page(s) 184
				Teacher Only				
				Teacher Only				
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(G) demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs	(iv) demonstrate comprehension of increasingly complex English by taking notes commensurate with content area and grade level needs	T: K-12 S: 6-12	Student/Teacher	9781531129668 9781531149529	55	Connections ELL Teacher Resource: Graphic Organizers Taking Notes	Connections ELL Teacher Resource, page(s) 55
				Student/T teacher	9781531129620 9781531149512	192	Connections ELA Student Edition : First Read	Connections ELA Student Edition page(s) 192
				Student/T teacher				
				Teacher Only	9781531129668 9781531149529	21	Connections ELL Teacher Resource: Annotate	Connections ELL Teacher Resource, page(s) 21
				Teacher Only	9781531129668 9781531149529	192	Connections Teacher Wraparound Edition: ELL Support: First Read	Connections Teacher Wraparound Edition, page(s) 192
				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
				Teacher Only				
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(H) read silently with increasing ease and comprehension for longer periods	(i) read silently with increasing ease for longer periods	NA	NA	NA	NA	NA	NA
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(H) read silently with increasing ease and comprehension for longer periods	(ii) read silently with increasing comprehension for longer periods	NA	NA	NA	NA	NA	NA
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(I) demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text and distinguishing main ideas from details commensurate with content area needs	(i) demonstrate English comprehension by employing basic reading skills commensurate with content area needs	NA	NA	NA	NA	NA	NA
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(I) demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text and distinguishing main ideas from details commensurate with content area needs	(ii) expand reading skills commensurate with content area needs	NA	NA	NA	NA	NA	NA
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(J) demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs	(i) demonstrate English comprehension and expand reading skills by employing inferential skills	NA	NA	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Item Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the location for electronic programs
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(K) demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade level needs	(i) demonstrate English comprehension and expand reading skills by employing analytical skills	NA	NA	NA	NA	NA	NA
(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:	(A) learn relationships between sounds and letters of the English language to represent sounds when writing in English	(i) learn relationships between sounds and letters of the English language to represent sounds when writing in English	T: K-12 S: 6-12	Student/Teacher	9781511135096 9781511149536	512	Connections Writing & Language Student Edition: Partial Pronunciation Key	Connections Writing & Language Student Edition page(s) 512
				Student/Teacher	9781511135096 9781511149536	467	Connections Writing & Language Student Edition: Words Ending in s, cede and cede	Connections Writing & Language Student Edition page(s) 467
				Student/Teacher				
				Teacher Only	9781511129668 9781511149529	21	Connections ELL Teacher Resource: Dictionaries	Connections ELL Teacher Resource, page(s) 21
				Teacher Only	9781511129668 9781511149529	266	Connections Teacher Wraparound Edition: ELL Support: Language: Spelling	Connections Teacher Wraparound Edition, page(s) 266
				Teacher Only				
(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:	(B) write using newly acquired basic vocabulary and content-based grade-level vocabulary	(i) write using newly acquired basic vocabulary	T: K-12 S: 6-12	Student/Teacher	9781511129668 9781511149529	50	Connections ELL Teacher Resource: Graphic Organizers Frayer Model	Connections ELL Teacher Resource, page(s) 50
				Student/Teacher	9781511129620 9781511149512	266	Connections ELA Student Edition : Language: Spelling	Connections ELA Student Edition page(s) 266
				Student/Teacher				
				Teacher Only	9781511129668 9781511149529	20	Connections ELL Teacher Resource: Draw, Act, Define, Read (DADR)	Connections ELL Teacher Resource, page(s) 20
				Teacher Only	9781511129668 9781511149529	19	Connections ELL Teacher Resource: Vocabulary Flashcards	Connections ELL Teacher Resource, page(s) 19
				Teacher Only				
(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:	(B) write using newly acquired basic vocabulary and content-based grade-level vocabulary	(ii) write using content-based grade-level vocabulary	T: K-12 S: 6-12	Student/Teacher	9781511129620 9781511149512	68	Connections ELA Student Edition : First Read: Learning New Words	Connections ELA Student Edition page(s) 68
				Student/Teacher	9781511129620 9781511149512	70	Connections ELA Student Edition : Focus on New Words	Connections ELA Student Edition page(s) 70
				Student/Teacher				
				Teacher Only	9781511129668 9781511149529	72	Connections Teacher Wraparound Edition: ELL Support: Write	Connections Teacher Wraparound Edition, page(s) 72

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	9781531129668 9781531149529	20	Connections ELL Teacher Resource: Teaching Vocabulary Draw, Act, Define, Read (DADR)	Connections ELL Teacher Resource, page(s) 20
				Teacher Only				
				Teacher Only				
(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:	(C) spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired	(i) spell familiar English words with increasing accuracy	T: K-12 S: 6-12	Student/Teacher	9781531135096 9781531149536	467	Connections Writing & Language Student Edition: Spelling Patterns	Connections Writing & Language Student Edition page(s) 467
				Student/Teacher	9781531135096 9781531149536	473	Connections Writing & Language Student Edition: Spelling Numbers	Connections Writing & Language Student Edition page(s) 473
				Student/Teacher				
				Teacher Only	9781531129668 9781531149529	89	Connections Teacher Wraparound Edition: ELL Support: Proofread	Connections Teacher Wraparound Edition, page(s) 89
				Teacher Only	9781531129668 9781531149529	19	Connections ELL Teacher Resource: Vocabulary Flashcards	Connections ELL Teacher Resource, page(s) 19
				Teacher Only				
				Teacher Only				
(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:	(C) spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired	(ii) employ English spelling pattern with increasing accuracy as more English is acquired	T: K-12 S: 6-12	Student/Teacher	9781531135096 9781531149536	467	Connections Writing & Language Student Edition: Spelling Patterns	Connections Writing & Language Student Edition page(s) 467
				Student/Teacher	9781531135096 9781531149536	473	Connections Writing & Language Student Edition: Spelling Numbers	Connections Writing & Language Student Edition page(s) 473
				Student/Teacher				
				Teacher Only	9781531129668 9781531149529	19	Connections ELL Teacher Resource: Vocabulary Flashcards	Connections ELL Teacher Resource, page(s) 19
				Teacher Only	9781531129668 9781531149529	18	Connections ELL Teacher Resource: Vocabulary Memory	Connections ELL Teacher Resource, page(s) 18
				Teacher Only				
				Teacher Only				
(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:	(C) spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired	(iii) employ English spelling rules with increasing accuracy as more English is acquired	T: K-12 S: 6-12	Student/Teacher	9781531135096 9781531149536	467	Connections Writing & Language Student Edition: Spelling Patterns	Connections Writing & Language Student Edition page(s) 467
				Student/Teacher	9781531135096 9781531149536	473	Connections Writing & Language Student Edition: Spelling Numbers	Connections Writing & Language Student Edition page(s) 473
				Student/Teacher				
				Teacher Only	9781531129668 9781531149529	19	Connections ELL Teacher Resource: Vocabulary Flashcards	Connections ELL Teacher Resource, page(s) 19
				Teacher Only	9781531129668 9781531149529	18	Connections ELL Teacher Resource: Vocabulary Memory	Connections ELL Teacher Resource, page(s) 18
				Teacher Only				
				Teacher Only				

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Item Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the location for electronic programs
<p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>	<p>(D) edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired</p>	<p>(i) edit writing for standard grammar and usage, including subject-verb agreement commensurate with grade-level expectations as more English is acquired</p>	<p>T: K-12 S: 6-12</p>	Student/Teacher	9781531129688 9781531149529	72	Connections ELL Resource Proofreading Checklist	Connections ELL Resource Proofreading Checklist, page(s) 72
				Student/Teacher	9781531135096 9781531149536	368-369	Connections Writing & Language Student Edition: Language: Subject-Verb Agreement	Connections Writing & Language Student Edition page(s) 368-369
				Student/Teacher				
				Teacher Only	9781531129688 9781531149529	370	Connections Teacher Wraparound Edition: ELL Support Language: Subject-Verb Agreement	Connections Teacher Wraparound Edition, page(s) 370
<p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>	<p>(D) edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired</p>	<p>(ii) edit writing for standard grammar and usage, including pronoun agreement, commensurate with grade-level expectations as more English is acquired</p>	<p>T: K-12 S: 6-12</p>	Teacher Only	9781531129688 9781531149529	112	Connections Teacher Wraparound Edition: ELL Support Project-Based Assessment	Connections Teacher Wraparound Edition, page(s) 112
				Teacher Only				
				Teacher Only				
				Teacher Only				
<p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>	<p>(D) edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired</p>	<p>(iii) edit writing for standard grammar and usage, including appropriate verb tenses, commensurate with grade-level expectations as more English is acquired</p>	<p>T: K-12 S: 6-12</p>	Student/Teacher	9781531135096 9781531149536	367	Connections Writing & Language Student Edition: As You Revise: Clarity	Connections Writing & Language Student Edition page(s) 367
				Student/Teacher	9781531129620 9781531149512	299-300	Connections ELA Student Edition : Language: Pronoun-Antecedent Agreement	Connections ELA Student Edition page(s) 299-300
				Student/Teacher				
				Teacher Only	9781531129688 9781531149529	183	Connections Teacher Wraparound Edition: ELL Support: Proofreading	Connections Teacher Wraparound Edition, page(s) 183
<p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>	<p>(D) edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired</p>	<p>(iii) edit writing for standard grammar and usage, including appropriate verb tenses, commensurate with grade-level expectations as more English is acquired</p>	<p>T: K-12 S: 6-12</p>	Teacher Only	9781531129688 9781531149529	299	Connections Teacher Wraparound Edition: ELL Support: Language: Pronoun-Antecedent Agreement	Connections Teacher Wraparound Edition, page(s) 299
				Teacher Only				
				Teacher Only				
				Teacher Only				
<p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>	<p>(D) edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired</p>	<p>(iii) edit writing for standard grammar and usage, including appropriate verb tenses, commensurate with grade-level expectations as more English is acquired</p>	<p>T: K-12 S: 6-12</p>	Student/Teacher	9781531129620 9781531149512	46	Connections ELA Student Edition : Language: Voice and Tenses in Verbs	Connections ELA Student Edition page(s) 46
				Student/Teacher				
				Student/Teacher				
				Teacher Only	9781531129688 9781531149529	201	Connections Teacher Wraparound Edition: ELL Support: Write	Connections Teacher Wraparound Edition, page(s) 201
<p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>	<p>(D) edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired</p>	<p>(iii) edit writing for standard grammar and usage, including appropriate verb tenses, commensurate with grade-level expectations as more English is acquired</p>	<p>T: K-12 S: 6-12</p>	Teacher Only	9781531129688 9781531149529	278	Connections Teacher Wraparound Edition: ELL Support: Second Peer Review (Self Review)	Connections Teacher Wraparound Edition, page(s) 278
				Teacher Only				
				Teacher Only				
				Teacher Only				

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Item Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the location for electronic programs
<p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>	<p>(E) employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations such as (i) using correct verbs, tenses, and pronouns/antecedents; (ii) using possessive case (apostrophe -s) correctly, and, (iii) using negatives and contractions correctly</p>	<p>(i) employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations</p>	<p>T: K-12 S: 6-12</p>	Student/Teacher	9781531135096 9781531149536	315	Connections Writing & Language Student Edition: The Uses of Subordinate Clauses	Connections Writing & Language Student Edition page(s) 1315
				Student/Teacher	9781531135096 9781531149536	325	Connections Writing & Language Student Edition: Complex Sentences	Connections Writing & Language Student Edition page(s) 1325
				Student/Teacher				
				Teacher Only	9781531129668 9781531149529	221	Connections Teacher Wraparound Edition: ELL Support: Language: Using Apostrophes	Connections Teacher Wraparound Edition, page(s) 221
				Teacher Only	9781531129668 9781531149529	236	Connections Teacher Wraparound Edition: ELL Support: Language: Apostrophes with Omission	Connections Teacher Wraparound Edition, page(s) 236
<p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>	<p>(F) write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired</p>	<p>(i) write using a variety of grade-appropriate sentence lengths in increasingly accurate ways as more English is acquired</p>	<p>T: K-12 S: 6-12</p>	Student/Teacher	9781531135096 9781531149536	39	Connections Writing & Language Student Edition: Create Sentence Variety	Connections Writing & Language Student Edition page(s) 39
				Student/Teacher	9781531135096 9781531149536	325	Connections Writing & Language Student Edition: Complex Sentences	Connections Writing & Language Student Edition page(s) 325
				Student/Teacher				
				Teacher Only	9781531135096 9781531149536	41	Connections Writing & Language Student Edition: As You Write: Sentence Fluency	Connections Writing & Language Student Edition page(s) 41
				Teacher Only	9781531129668 9781531149529	87	Connections Teacher Wraparound Edition: Second Peer Review: 9.9.D.I, 9.9.D.II	Connections Teacher Wraparound Edition, page(s) 87
<p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>	<p>(F) write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired</p>	<p>(ii) write using a variety of grade-appropriate sentence patterns in increasingly accurate ways as more English is acquired</p>	<p>T: K-12 S: 6-12</p>	Student/Teacher	9781531135096 9781531149536	315	Connections Writing & Language Student Edition: The Uses of Subordinate Clauses	Connections Writing & Language Student Edition page(s) 1315
				Student/Teacher	9781531135096 9781531149536	325	Connections Writing & Language Student Edition: Complex Sentences	Connections Writing & Language Student Edition page(s) 325
				Student/Teacher				
				Teacher Only	9781531129668 9781531149529	87	Connections Teacher Wraparound Edition: Second Peer Review	Connections Teacher Wraparound Edition, page(s) 87
				Teacher Only	9781531129668 9781531149529	13	Connections Teacher Wraparound Edition: ELL Support Write	Connections Teacher Wraparound Edition, page(s) 13
				Teacher Only				

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Item Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the location for electronic programs
<p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>	<p>(F) write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired</p>	<p>(ii) write using a variety of grade-appropriate connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired</p>	<p>T: K-12 S: 6-12</p>	Student/Teacher	9781531129620 9781531149512	182	Connections ELA Student Edition : Using Transitions	Connections ELA Student Edition page(s) 182
				Student/Teacher	9781531129668 9781531149529	67	Connections ELL Teacher Resource: Text Structures	Connections ELL Teacher Resource page(s) 67
				Student/Teacher				
				Teacher Only	9781531135096 9781531149536	8	Connections Writing & Language Student Edition: Transitions	Connections Writing & Language Student Edition page(s) 8
				Teacher Only	9781531129668 9781531149529	182	Connections Teacher Wraparound Edition: Lesson Support: Using Transitions	Connections Teacher Wraparound Edition page(s) 182
				Teacher Only				
<p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>	<p>(G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired</p>	<p>(i) narrate with increasing specificity and detail to fulfill content area writing needs as more English is acquired</p>	<p>T: K-12 S: 6-12</p>	Student/Teacher	9781531129668 9781531149529	69	Connections ELL Teacher Resource: Narrative Writing Revision Checklist	Connections ELL Teacher Resource page(s) 69
				Student/Teacher	9781531135096 9781531149536	129	Connections Writing & Language Student Edition: Writing a Personal Narrative	Connections Writing & Language Student Edition page(s) 129
				Student/Teacher				
				Teacher Only	9781531129668 9781531149529	184	Connections Teacher Wraparound Edition: ELL Support: Practice Performance Task	Connections Teacher Wraparound Edition page(s) 184
				Teacher Only	9781531129668 9781531149529	201	Connections Teacher Wraparound Edition: ELL Support: Write	Connections Teacher Wraparound Edition page(s) 201
				Teacher Only				
<p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>	<p>(G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired</p>	<p>(ii) describe with increasing specificity and detail to fulfill content area writing needs as more English is acquired</p>	<p>T: K-12 S: 6-12</p>	Student/Teacher	9781531129668 9781531149529	26	Connections ELL Teacher Resource: Grade 9 Unit 2 Activities: Chapter 10, Write	Connections ELL Teacher Resource page(s) 26
				Student/Teacher	9781531129668 9781531149529	27	Connections ELL Teacher Resource: Sentence Frames for Connections Grade 9: Unit 3: Chapter 11, Write	Connections ELL Teacher Resource page(s) 27
				Student/Teacher				
				Teacher Only	9781531129668 9781531149529	201	Connections Teacher Wraparound Edition: ELL Support: Write	Connections Teacher Wraparound Edition page(s) 201
				Teacher Only	9781531129668 9781531149529	220	Connections Teacher Wraparound Edition: ELL Support: Write	Connections Teacher Wraparound Edition page(s) 220
				Teacher Only				

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Item Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the location for electronic programs
<p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>	<p>(G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired</p>	<p>(ii) explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired</p>	<p>T: K-12 S: 6-12</p>	Student/Teacher	9781531129620 9781531149512	69	Connections ELA Student Edition : Write	Connections ELA Student Edition page(s) 69
				Student/Teacher	9781531129620 9781531149512	247	Connections ELA Student Edition : Focus on Author's Claims	Connections ELA Student Edition page(s) 247
				Student/Teacher				
				Teacher Only	9781531129668 9781531149529	69	Connections Teacher Wraparound Edition: ELL Support: Write	Connections Teacher Wraparound Edition, page(s) 69
				Teacher Only	9781531129668 9781531149529	298	Connections Teacher Wraparound Edition: ELL Support: Write	Connections Teacher Wraparound Edition, page(s) 298
				Teacher Only				
				Teacher Only				