

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	§110.38. English III (One Credit), Adopted 2017							
Publisher	Perfection Learning Corporation							
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Program ISBN	9781531149239							
Program Title (identical content)	Texas Connections Grade 11 (online only)							
Program ISBN (identical content)	9781531149246							
<b>(a) Introduction.</b>								
<p>(1) The English language proficiency standards in this section outline English language proficiency level descriptors and student expectations for English language learners (ELLs). School districts shall implement this section as an integral part of each subject in the required curriculum. The English language proficiency standards are to be published along with the Texas Essential Knowledge and Skills (TEKS) for each subject in the required curriculum.</p> <p>(2) In order for ELLs to be successful, they must acquire both social and academic language proficiency in English. Social language proficiency in English consists of the English needed for daily social interactions. Academic language proficiency consists of the English needed to think critically, understand and learn new concepts, process complex academic material, and interact and communicate in English academic settings.</p> <p>(3) Classroom instruction that effectively integrates second language acquisition with quality content area instruction ensures that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills in the TEKS, and reach their full academic potential.</p> <p>(4) Effective instruction in second language acquisition involves giving ELLs opportunities to listen, speak, read, and write at their current levels of English development while gradually increasing the linguistic complexity of the English they read and hear, and are expected to speak and write.</p> <p>(5) The cross-curricular second language acquisition skills in subsection (c) of this section apply to ELLs in Kindergarten-Grade 12.</p> <p>(6) The English language proficiency levels of beginning, intermediate, advanced, and advanced high are not grade-specific. ELLs may exhibit different proficiency levels within the language domains of listening, speaking, reading, and writing. The proficiency level descriptors outlined in subsection (d) of this section show the progression of second language acquisition from one proficiency level to the next and serve as a road map to help content area teachers instruct ELLs commensurate with students' linguistic needs.</p>								
<b>(b) School district responsibilities.</b>								
This section is not applicable to this document, but can be found at <a href="http://texas.legis.state.tx.us/rules/tac/chapter074/ch074a.html#74.4">http://texas.legis.state.tx.us/rules/tac/chapter074/ch074a.html#74.4</a> .								
<b>(c) Cross-curricular second language acquisition essential knowledge and skills</b>								
Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Item Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the location for electronic programs
(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	<a href="#">Connections Writing &amp; Language Student Edition page(s) 481</a>
				Student/Teacher	9781531129743 9781531149581	8	Connections ELA Student Book: Preview Concepts List	<a href="#">Connections ELA Student Book page(s) 8</a>
				Student/Teacher				
				Teacher Only	9781531129781 9781531149598	18	Connections ELL Teacher Resource: Support for Teaching ELLs in Connections: Vocabulary Memory	<a href="#">Connections ELL Teacher Resource, page(s) 18</a>
				Teacher Only	9781531129781 9781531149598	19	Connections ELL Teacher Resource: Support for Teaching ELLs in Connections: Vocabulary Flashcards	<a href="#">Connections ELL Teacher Resource, page(s) 19</a>
				Teacher Only				
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				Student/Teacher	9781531129743 9781531149581	359	Connections ELA Student Edition Preview Concepts	<a href="#">Connections ELA Student Edition Preview Concepts page(s) 359</a>
				Student/Teacher				
				Teacher Only	9781531129781 9781531149598	18	Connections ELL Teacher Resource: Support for Teaching ELLs in Connections: Vocabulary Memory	<a href="#">Connections ELL Teacher Resource, page(s) 18</a>
				Teacher Only	9781531129781 9781531149598	19	Connections ELL Teacher Resource: Support for Teaching ELLs in Connections: Vocabulary Flashcards	<a href="#">Connections ELL Teacher Resource, page(s) 19</a>
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				Student/Teacher	9781531129743 9781531149581	382	Connections ELA Student Edition Speak and Listen	<a href="#">Connections ELA Student Edition Speak and Listen page(s) 382</a>
				Student/Teacher				
				Teacher Only	9781531129781 9781531149598	10	Connections ELL Teacher Resource: Corrective Feedback	<a href="#">Connections ELL Teacher Resource, page(s) 10</a>
				Teacher Only	9781531129781 9781531149598	10	Connections ELL Teacher Resource: Language rich Environment	<a href="#">Connections ELL Teacher Resource, page(s) 10</a>
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(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(C) use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary	(i) use strategic learning techniques to acquire basic and grade-level vocabulary	T: K-12 S: 6-12	Student/Teacher	9781531129743 9781531149581	43	Connections ELA Student Edition Preview Concepts: Preview Concepts	<a href="#">Connections ELA Student Edition Preview Concepts page(s) 43</a>
				Student/Teacher	9781531129743 9781531149581	84	Connections ELA Student Edition Preview Concepts: Preview Concepts	<a href="#">Connections ELA Student Edition Preview Concepts page(s) 84</a>
				Student/Teacher				
				Teacher Only	9781531129781 9781531149598	18	Connections ELL Teacher Resource: Support for Teaching ELLs in Connections: Vocabulary Memory	<a href="#">Connections ELL Teacher Resource page(s) 18</a>
				Teacher Only	9781531129781 9781531149598	19	Connections ELL Teacher Resource: Support for Teaching ELLs in Connections: Vocabulary Flashcards	<a href="#">Connections ELL Teacher Resource page(s) 19</a>
				Teacher Only	9781531129781 9781531149598	10	Connections Teacher Wraparound Edition ELL Support: First Read	<a href="#">Connections Teacher Wraparound Edition ELL Support page(s) 10</a>
				Teacher Only				
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				Student/Teacher	9781531129743 9781531149581	144	Connections ELA Student Edition Speak and Listen: Steps for Peer Review	<a href="#">Connections ELA Student Edition Speak and Listen page(s) 144</a>
				Student/Teacher				
				Teacher Only	9781531129781 9781531149598	149	Connections Teacher Wraparound Edition: Tips for Effective Digital Presentations	<a href="#">Connections Teacher Wraparound Edition page(s) 149</a>
				Teacher Only	9781531129781 9781531149598	166	Connections Teacher Wraparound Edition ELL Support Project- Based Assessment: Roundtable Discussion	<a href="#">Connections Teacher Wraparound Edition ELL Support Project- Based Assessment page(s) 166</a>
				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:	(E) internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment	(ii) internalize new basic language by using and reusing it in meaningful ways in writing activities that build concept and language attainment	NA	NA	NA	NA	NA	NA
(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(E) internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment	(iii) internalize new academic language by using and reusing it in meaningful ways in speaking activities that build concept and language attainment	NA	NA	NA	NA	NA	NA

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(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(F) use accessible language and learn new and essential language in the process	(i) use accessible language and learn new and essential language in the process	T: K-12	Student/Teacher	9781531129781 9781531149598	50	Connections ELL Teacher Resource: Graphic Organizers Frayer Model	<a href="#">Connections ELL Teacher Resource, page(s) 50</a>
				Student/Teacher	9781531135096 9781531149536	331	Connections Writing & Language Student Edition: Regular and Irregular Verbs	<a href="#">Connections Writing &amp; Language Student Edition page(s) 331</a>
				Student/Teacher				
				Teacher Only	9781531129781 9781531149598	18	Connections ELL Teacher Resource: Teaching Vocabulary	<a href="#">Connections ELL Teacher Resource, page(s) 18</a>
				Teacher Only	9781531129781 9781531149598	16	Connections Teacher Wraparound Edition ELL Support: Focus on Sensory Language	<a href="#">Connections Teacher Wraparound Edition ELA Resource, page(s) 16</a>
				Teacher Only				
(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(G) demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations	(i) demonstrate an increasing ability to distinguish between formal and informal English	NA	NA	NA	NA	NA	NA
(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(G) demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations	(ii) demonstrate an increasing knowledge of when to use [formal and informal English] commensurate with grade-level learning expectations	NA	NA	NA	NA	NA	NA
(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(H) develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations	(i) develop and expand repertoire of learning strategies	NA	NA	NA	NA	NA	NA
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(A) distinguish sounds and intonation patterns of English with increasing ease	(i) distinguish sounds of English with increasing ease	NA	NA	NA	NA	NA	NA

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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 and academic vocabulary heard during classroom instruction and interactions	(i) learn new language structures heard during classroom instruction and interactions	T: K-12	Student/Teacher	9781531129781 9781531149598	14	Connections ELL Teacher Resource: General Expressions For the Classroom	<a href="#">Connections ELL Teacher Resource, page(s) 14</a>
				Student/Teacher	9781531129743 9781531149581	37	Connections ELA Student Edition Speak and Listen	<a href="#">Connections ELA Student Edition Speak and Listen page(s) 37</a>
				Student/Teacher				
				Teacher Only	9781531129781 9781531149598	10	Connections ELL Teacher Resource: Modeling	<a href="#">Connections ELL Teacher Resource, page(s) 10</a>
				Teacher Only	9781531129781 9781531149598	10	Connections ELL Teacher Resource: Language rich Environment	<a href="#">Connections ELL Teacher Resource, page(s) 10</a>
				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:	(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	(ii) learn new expressions heard during classroom instruction and interactions	T: K-12	Student/Teacher	9781531129781 9781531149598	14	Connections ELL Teacher Resource: General Expressions For the Classroom	<a href="#">Connections ELL Teacher Resource, page(s) 14</a>
				Student/Teacher	9781531129743 9781531149581	37	Connections ELA Student Edition Speak and Listen	<a href="#">Connections ELA Student Edition Speak and Listen page(s) 37</a>
				Student/Teacher				
				Teacher Only	9781531129781 9781531149598	10	Connections ELL Teacher Resource: Modeling	<a href="#">Connections ELL Teacher Resource, page(s) 10</a>
				Teacher Only	9781531129781 9781531149598	10	Connections ELL Teacher Resource: Language rich Environment	<a href="#">Connections ELL Teacher Resource, page(s) 10</a>
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				Student/Teacher	9781531129743 9781531149581	80	Connections ELA Student Edition: Instructions for a Roundtable Discussion	<a href="#">Connections ELA Student Edition page(s) 80</a>

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				Student/Teacher	9781531129743 9781531149581	37	Connections ELA Student Edition Speak and Listen	<a href="#">Connections ELA Student Edition Speak and Listen page(s) 37</a>
				Student/Teacher				
				Teacher Only	9781531129781 9781531149598	84	Connections Teacher Wraparound Edition: ELL Support: Preview Concepts	<a href="#">Connections Teacher Wraparound Edition, page(s) 84</a>
				Teacher Only	9781531129781 9781531149598	154	Connections Teacher Wraparound Edition: ELL Support: Preview Academic Vocabulary	<a href="#">Connections Teacher Wraparound Edition, page(s) 154</a>
				Teacher Only				
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				Student/Teacher	9781531129743 9781531149581	80	Connections ELA Student Edition: Instructions for a Roundtable Discussion	<a href="#">Connections ELA Student Edition page(s) 80</a>
				Student/Teacher				
				Teacher Only	9781531129781 9781531149598	10	Connections ELL Teacher Resource: Corrective Feedback	<a href="#">Connections ELL Teacher Resource, page(s) 10</a>
				Teacher Only	9781531129781 9781531149598	84	Connections Teacher Wraparound Edition: ELL Support: Preview Concepts	<a href="#">Connections Teacher Wraparound Edition, page(s) 84</a>
				Teacher Only	9781531129781 9781531149598	154	Connections Teacher Wraparound Edition: ELL Support: Preview Academic Vocabulary	<a href="#">Connections Teacher Wraparound Edition, page(s) 154</a>
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				Student/Teacher	9781531129743 9781531149581	8	Connections ELA Student Edition: Preview Concepts	<a href="#">Connections ELA Student Edition page(s) 8</a>
				Student/Teacher				
				Teacher Only	9781531129781 9781531149598	61	Connections Teacher Wraparound Edition: ELL Support: Connect to Testing	<a href="#">Connections Teacher Wraparound Edition, page(s) 61</a>
				Teacher Only	9781531129781 9781531149598	32	Connections Teacher Wraparound Edition: ELL Support: Speak and Listen	<a href="#">Connections Teacher Wraparound Edition, page(s) 32</a>
				Teacher Only				
				Teacher Only				

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Item Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the location for electronic programs
(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	9781531129781 9781531149598	14	Connections ELL Resource General Expressions for the Classroom	<a href="#">Connections ELL Resource General Expressions for the Classroom, page(s) 14</a>
				Student/Teacher	9781531135096 9781531149536	525	Connections Writing & Language Student Edition: Respond Appropriately	<a href="#">Connections Writing &amp; Language Student Edition page(s) 525</a>
				Student/Teacher	9781531135096 9781531149536	526	Connections Writing & Language Student Edition: Listen for Information	<a href="#">Connections Writing &amp; Language Student Edition page(s) 526</a>
				Student/Teacher				
				Teacher Only	9781531129781 9781531149598	32	Connections Teacher Wraparound Edition ELL Support: Speak and Listen	<a href="#">Connections Teacher Wraparound Edition ELL Support, page(s) 32</a>
				Teacher Only	9781531129781 9781531149598	143	Connections Teacher Wraparound Edition ELL Support: Write	<a href="#">Connections Teacher Wraparound Edition ELL Support, page(s) 143</a>
				Teacher Only				
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(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

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

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(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar	(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	(viii) understand the important details of spoken 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 English 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 retelling or summarizing spoken messages 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/Teacher	9781531129781 9781531149598	14	Connections ELL Resource General Expressions for the Classroom	<a href="#">Connections ELL Resource General Expressions for the Classroom, page(s) 14</a>
				Student/Teacher	9781531129743 9781531149581	144	Connections ELA Student Edition Speak and Listen	<a href="#">Connections ELA Student Edition Speak and Listen page(s) 144</a>
				Student/Teacher				
				Teacher Only	9781531129781 9781531149598	144	Connections Teacher Wraparound Edition ELL Support: Speak and Listen	<a href="#">Connections Teacher Wraparound Edition ELL Support, page(s) 144</a>
				Teacher Only	9781531129781 9781531149598	180	Connections Teacher Wraparound Edition ELL Support: Speak and Listen	<a href="#">Connections Teacher Wraparound Edition ELL Support, page(s) 180</a>
				Teacher Only				
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(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/Teacher	9781531129781 9781531149598	14	Connections ELL Resource General Expressions for the Classroom	<a href="#">Connections ELL Resource General Expressions for the Classroom, page(s) 14</a>
				Student/Teacher	9781531129743 9781531149581	180	Connections ELA Student Edition: Speak and Listen	<a href="#">Connections ELA Student Edition page(s) 180</a>
				Student/Teacher				
				Teacher Only	9781531129781 9781531149598	11	Connections ELL Teacher Resource: Jigsaw Technique	<a href="#">Connections ELL Teacher Resource, page(s) 11</a>
				Teacher Only	9781531129781 9781531149598	9	Connections ELL Teacher Resource: Using Multilevel Grouping with ELLs	<a href="#">Connections ELL Teacher Resource, page(s) 9</a>
				Teacher Only				
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(i) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs	(v) demonstrate listening comprehension of increasingly complex spoken English by taking notes commensurate with content and grade-level needs	T: K-12 S: 6-12	Student/Teacher	9781531129743 9781531149581	182	Connections ELA Student Edition: Project-Based Assessment: Roundtable Discussion: Expectations for Discussion	<a href="#">Connections ELA Student Edition page(s) 182</a>
				Student/Teacher	9781531129743 9781531149581	191	Connections ELA Student Edition: Revision: Steps for Peer Review	<a href="#">Connections ELA Student Edition page(s) 191</a>
				Student/Teacher				
				Teacher Only	9781531129781 9781531149598	11	Connections ELL Teacher Resource: Jigsaw Technique	<a href="#">Connections ELL Teacher Resource, page(s) 11</a>
				Teacher Only	9781531129781 9781531149598	9	Connections ELL Teacher Resource: Using Multilevel Grouping with ELLs	<a href="#">Connections ELL Teacher Resource, page(s) 9</a>
				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	9781531129743 9781531149581	8	Connections ELA Student Edition Preview Concepts	<a href="#">Connections ELA Student Edition Preview Concepts page(s) 8</a>
				Student/Teacher	9781531129743 9781531149581	264	Connections ELA Student Edition: Project- Based Assessments	<a href="#">Connections ELA Student Edition page(s) 264</a>
				Student/Teacher				
				Teacher Only	9781531129781 9781531149598	350	Connections Teacher Wraparound Edition: ELL Support Making Connections	<a href="#">Connections Teacher Wraparound Edition page(s) 350</a>
				Teacher Only	9781531129781 9781531149598	360	Connections Teacher Wraparound Edition: ELL Support Third Read	<a href="#">Connections Teacher Wraparound Edition page(s) 360</a>
				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	9781531129781 9781531149598	14	Connections ELL Resource General Expressions for the Classroom	<a href="#">Connections ELL Resource General Expressions for the Classroom page(s) 14</a>
				Student/Teacher	9781531135096 9781531149536	525	Connections Writing & Language Student Edition: Respond Appropriately	<a href="#">Connections Writing &amp; Language Student Edition page(s) 525</a>
				Student/Teacher	9781531135096 9781531149536	538	Connections Writing & Language Student Edition: Collaborating Effectively Chart Verbal Cues	<a href="#">Connections Writing &amp; Language Student Edition page(s) 538</a>
				Student/Teacher				
				Teacher Only	9781531129781 9781531149598	20	Connections ELL Teacher Resource: Draw Act Define Read	<a href="#">Connections ELL Teacher Resource page(s) 20</a>
				Teacher Only	9781531129781 9781531149598	19	Connections ELL Teacher Resource Concept Sort	<a href="#">Connections ELL Teacher Resource Concept Sort page(s) 19</a>
				Teacher Only	9781531129781 9781531149598	10	Connections ELL Teacher Resource: Language rich Environment	<a href="#">Connections ELL Teacher Resource page(s) 10</a>
				Teacher Only				

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(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired	(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	9781531129743 9781531149581	38	Connections ELA Student Edition: Language Using Transitions	<a href="#">Connections ELA Student Edition page(s) 38</a>
				Student/Teacher	9781531129743 9781531149581	91	Connections ELA Student Edition: Speak and Listen	<a href="#">Connections ELA Student Edition page(s) 91</a>
				Student/Teacher				
				Teacher Only	9781531129781 9781531149598	149	Connections Teacher Wraparound Edition Project- Based Assessment: Women's Rights Presentation	<a href="#">Connections Teacher Wraparound Edition Project- Based Assessment page(s) 149</a>
				Teacher Only	9781531129781 9781531149598	38	Connections Teacher Wraparound Edition ELL Support: Language: Using Transitions	<a href="#">Connections Teacher Wraparound Edition ELL Support page(s) 38</a>
				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	(i) speak using grade-level content area vocabulary in context to internalize new English words	T: K-12 S: 6-12	Student/Teacher	9781531129743 9781531149581	72	Connections ELA Student Edition: Speak and Listen	<a href="#">Connections ELA Student Edition page(s) 72</a>
				Student/Teacher	9781531129743 9781531149581	77	Connections ELA Student Edition: Speak and Listen	<a href="#">Connections ELA Student Edition page(s) 77</a>
				Student/Teacher				
				Teacher Only	9781531129781 9781531149598	144	Connections Teacher Wraparound Edition: ELL Support: Speak and Listen Peer Review	<a href="#">Connections Teacher Wraparound Edition page(s) 144</a>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Item Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the location for electronic programs
				Teacher Only	9781531129781 9781531149598	180	Connections Teacher Wraparound Edition: ELL Support: Speak and Listen	<a href="#">Connections Teacher Wraparound Edition, page(s) 180</a>
				Teacher Only				
				Teacher Only				
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(D) speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency	(ii) speak using grade-level content area vocabulary in context to build academic language proficiency	T: K-12 S: 6-12	Student/Teacher	9781531135096 9781531149536	528	Connections Writing & Language Student Edition: Writing and Giving an Effective Speech	<a href="#">Connections Writing &amp; Language Student Edition page(s) 529</a>
				Student/Teacher	9781531129743 9781531149581	77	Connections ELA Student Edition: Speak and Listen	<a href="#">Connections ELA Student Edition page(s) 77</a>
				Student/Teacher				
				Teacher Only	9781531129781 9781531149598	144	Connections Teacher Wraparound Edition: ELL Support: Speak and Listen Peer Review	<a href="#">Connections Teacher Wraparound Edition, page(s) 144</a>
				Teacher Only	9781531129781 9781531149598	180	Connections Teacher Wraparound Edition: ELL Support: Speak and Listen	<a href="#">Connections Teacher Wraparound Edition, page(s) 180</a>
				Teacher Only				
				Teacher Only				
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(E) share information in cooperative learning interactions	(i) share information in cooperative learning interactions	T: K-12 S: 6-12	Student/Teacher	9781531135096 9781531149536	545	Connections Writing & Language Student Edition: Collaboration and Decision Making	<a href="#">Connections Writing &amp; Language Student Edition page(s) 545</a>
				Student/Teacher	9781531129743 9781531149581	283	Connections ELA Student Edition Roundtable Discussion	<a href="#">Connections ELA Student Edition Roundtable Discussion page(s) 283</a>
				Student/Teacher				
				Teacher Only	9781531129781 9781531149598	11	Connections ELL Teacher Resource: Think Pair Share	<a href="#">Connections ELL Teacher Resource, page(s) 11</a>
				Teacher Only	9781531129781 9781531149598	10	Connections ELL Teacher Resource: Different Native Languages Groups	<a href="#">Connections ELL Teacher Resource, page(s) 10</a>
				Teacher Only				
				Teacher Only				
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(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	9781531129781 9781531149598	14	Connections ELL Resource General Expressions for the Classroom	<a href="#">Connections ELL Resource General Expressions for the Classroom, page(s) 14</a>
				Student/Teacher	9781531135096 9781531149536	538	Connections Writing & Language Student Edition: Collaborating Effectively Chart Verbal Cues	<a href="#">Connections Writing &amp; Language Student Edition page(s) 538</a>
				Student/Teacher				
				Teacher Only	9781531129781 9781531149598	21	Connections ELL Teacher Resource: Discuss	<a href="#">Connections ELL Teacher Resource, page(s) 21</a>
				Teacher Only	9781531129781 9781531149598	283	Connections Teacher Wraparound Edition Project- Based Assessments: Roundtable Discussion	<a href="#">Connections Teacher Wraparound Edition Project- Based Assessments, page(s) 283</a>
				Teacher Only				
				Teacher Only				
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(F) ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments	(ii) give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments	T: K-12 S: 6-12	Student/Teacher	9781531129781 9781531149598	14	Connections ELL Resource General Expressions for the Classroom	<a href="#">Connections ELL Resource General Expressions for the Classroom, page(s) 14</a>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Item Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the location for electronic programs
				Student/Teacher	9781531135096 9781531149536	524	Connections Writing & Language Student Edition: Try It Out Giving and Following Complex Directions	<a href="#">Connections Writing &amp; Language Student Edition page(s) 524</a>
				Student/Teacher				
				Teacher Only	9781531129781 9781531149598	21	Connections ELL Teacher Resource: Discuss	<a href="#">Connections ELL Teacher Resource, page(s) 21</a>
				Teacher Only	9781531129781 9781531149598	283	Connections Teacher Wraparound Edition Project- Based Assessments: Roundtable Discussion	<a href="#">Connections Teacher Wraparound Edition Project- Based Assessments, page(s) 283</a>
				Teacher Only				
				Teacher Only				
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(G) express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	(i) express opinions ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	T: K-12	Student/Teacher	9781531129781 9781531149598	14	Connections ELL Resource General Expressions for the Classroom	<a href="#">Connections ELL Resource General Expressions for the Classroom, page(s) 14</a>
				Student/Teacher	9781531135096 9781531149536	538	Connections Writing & Language Student Edition: Collaboration Table Verbal Cues	<a href="#">Connections Writing &amp; Language Student Edition page(s) 538</a>
				Student/Teacher	9781531135096 9781531149536	527	Connections Writing & Language Student Edition: Fishbowl Activity	<a href="#">Connections Writing &amp; Language Student Edition page(s) 527</a>
				Teacher Only	9781531129781 9781531149598	283	Connections Teacher Wraparound Edition Project- Based Assessments: Roundtable Discussion	<a href="#">Connections Teacher Wraparound Edition Project- Based Assessments, page(s) 283</a>
				Teacher Only	9781531129781 9781531149598	11	Connections ELL Teacher Resource: Think Pair Share	<a href="#">Connections ELL Teacher Resource, page(s) 11</a>
				Teacher Only				
				Teacher Only				
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(G) express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	(ii) express ideas ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	T: K-12	Student/Teacher	9781531129781 9781531149598	14	Connections ELL Resource General Expressions for the Classroom	<a href="#">Connections ELL Resource General Expressions for the Classroom, page(s) 14</a>
				Student/Teacher	9781531135096 9781531149536	528	Connections Writing & Language Student Edition: Writing and Giving an Effective Speech	<a href="#">Connections Writing &amp; Language Student Edition page(s) 528</a>
				Teacher Only	9781531129781 9781531149598	283	Connections Teacher Wraparound Edition Project- Based Assessments: Roundtable Discussion	<a href="#">Connections Teacher Wraparound Edition Project- Based Assessments, page(s) 283</a>
				Teacher Only	9781531129781 9781531149598	11	Connections ELL Teacher Resource: Think Pair Share	<a href="#">Connections ELL Teacher Resource, page(s) 11</a>
				Teacher Only				
				Teacher Only				
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(G) express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	(iii) express feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	NA	NA	NA	NA	NA	NA
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(H) narrate, describe, and explain with increasing specificity and detail as more English is acquired	(i) narrate with increasing specificity and detail as more English is acquired	NA	NA	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Item Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the location for electronic programs
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(H) narrate, describe, and explain with increasing specificity and detail as more English is acquired	(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	9781531129781 9781531149598	14	Connections ELL Resource General Expressions for the Classroom	<a href="#">Connections ELL Resource General Expressions for the Classroom, page(s) 14</a>
				Student/Teacher	9781531135096 9781531149536	524	Connections Writing & Language Student Edition: Try It Out Giving and Following Complex Directions	<a href="#">Connections Writing &amp; Language Student Edition page(s) 524</a>
				Student/Teacher	9781531135096 9781531149536	528	Connections Writing & Language Student Edition: Writing and Giving an Effective Speech	<a href="#">Connections Writing &amp; Language Student Edition page(s) 528</a>
				Student/Teacher				
				Teacher Only	9781531129781 9781531149598	283	Connections Teacher Wraparound Edition Project-Based Assessments: Roundtable Discussion	<a href="#">Connections Teacher Wraparound Edition Project-Based Assessments, page(s) 283</a>
				Teacher Only	9781531129781 9781531149598	11	Connections ELL Teacher Resource: Think Pair Share	<a href="#">Connections ELL Teacher Resource, page(s) 11</a>
				Teacher Only				
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(I) adapt spoken language appropriately for formal and informal purposes	(i) adapt spoken language appropriately for formal purposes	NA	NA	NA	NA	NA	NA
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(I) adapt spoken language appropriately for formal and informal purposes	(ii) adapt spoken language appropriately for informal purposes	NA	NA	NA	NA	NA	NA
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(J) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment	(i) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept attainment	NA	NA	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Item Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the location for electronic programs
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(J) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment	(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
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials	(i) develop basic sight vocabulary used routinely in written classroom materials	T: K-12 S: 6-12	Student/Teacher	9781531135096 9781531149536	39	Connections Writing & Language Student Edition: Conjunctions for Subordinating	<a href="#">Connections Writing &amp; Language Student Edition page(s) 39</a>
				Student/Teacher	9781531135096 9781531149536	47	Connections Writing & Language Student Edition: Spelling Commonly Confused Words	<a href="#">Connections Writing &amp; Language Student Edition page(s) 47</a>
				Student/Teacher				
				Teacher Only	9781531129781 9781531149598	21	Connections ELL Teacher Resource: Dictionaries	<a href="#">Connections ELL Teacher Resource, page(s) 21</a>
				Teacher Only	9781531129781 9781531149598	22	Connections ELL Teacher Resource: Teach Academic Vocabulary Found on Tests	<a href="#">Connections ELL Teacher Resource, page(s) 22</a>
				Teacher Only				

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Item Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the location for electronic programs
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(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) derive meaning of environmental print</p>	<p>T: K-12 S: 6-12</p>	Student/Teacher	9781531129743 9781531149581	97-98	Connections ELA Student Edition: Project -Based Assessment: Social--Network Profile	<a href="#">Connections ELA Student Edition page(s) 97-98</a>
				Student/Teacher	9781531129743 9781531149581	151	Connections ELA Student Edition: On Your Own: Integrating Ideas option 3	<a href="#">Connections ELA Student Edition page(s) 151</a>
				Student/Teacher				
				Teacher Only	9781531129781 9781531149598	7	Connections Teacher Wraparound Edition: Introduction Suggestions	<a href="#">Connections Teacher Wraparound Edition, page(s) 7</a>
				Teacher Only	9781531129781 9781531149598	97-98	Connections Teacher Wraparound Edition: ELL Support: Project -Based Assessment: Social-- Network Profile	<a href="#">Connections Teacher Wraparound Edition, page(s) 97-98</a>
				Teacher Only	9781531129781 9781531149598	151	Connections Teacher Wraparound Edition: ELL Support: On Your Own: Integrating Ideas	<a href="#">Connections Teacher Wraparound Edition, page(s) 151</a>
<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) comprehend English vocabulary used routinely in written classroom materials</p>	<p>T: K-12 S: 6-12</p>	Student/Teacher	9781531135096 9781531149536	39	Connections Writing & Language Student Edition: Conjunctions for Subordinating	<a href="#">Connections Writing &amp; Language Student Edition page(s) 39</a>
				Student/Teacher	9781531135096 9781531149536	47	Connections Writing & Language Student Edition: Spelling Commonly Confused Words	<a href="#">Connections Writing &amp; Language Student Edition page(s) 47</a>
				Student/Teacher				
				Teacher Only	9781531129781 9781531149598	21	Connections ELL Teacher Resource: Dictionaries	<a href="#">Connections ELL Teacher Resource, page(s) 21</a>
				Teacher Only	9781531129781 9781531149598	18	Connections ELL Teacher Resource: Teaching Vocabulary Bullet Point 5	<a href="#">Connections ELL Teacher Resource, page(s) 18</a>
				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>(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	252	Connections Writing & Language Student Edition: The Parts of Speech QuickGuide	<a href="#">Connections Writing &amp; Language Student Edition page(s) 252</a>
				Student/Teacher	9781531129743 9781531149581	74	Connections ELA Student Edition: Rhetorical Questions	<a href="#">Connections ELA Student Edition page(s) 74</a>
				Student/Teacher				
				Teacher Only	9781531129781 9781531149598	18	Connections ELL Teacher Resource: Teaching Vocabulary Bullet Point 4	<a href="#">Connections ELL Teacher Resource, page(s) 18</a>
				Teacher Only	9781531129781 9781531149598	18	Connections ELL Teacher Resource: Teaching Vocabulary Bullet Point 6	<a href="#">Connections ELL Teacher Resource, page(s) 18</a>
				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	9781531135096 9781531149536	477	Connections Writing & Language Student Edition: Setting a Purpose for Reading	<a href="#">Connections Writing &amp; Language Student Edition page(s) 477</a>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Item Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the location for electronic programs
				Student/Teacher	9781531135096 9781531149536	478	Connections Writing & Language Student Edition: The SQ3R Study Strategy	<a href="#">Connections Writing &amp; Language Student Edition page(s) 478</a>
				Student/Teacher				
				Teacher Only	9781531129781 9781531149598	20	Connections ELL Teacher Resource: Preview the Text	<a href="#">Connections ELL Teacher Resource, page(s) 20</a>
				Teacher Only	9781531129781 9781531149598	394	Connections Teacher Wraparound Edition: Connect to Testing	<a href="#">Connections Teacher Wraparound Edition, page(s) 394</a>
				Teacher Only				
				Teacher Only				
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(E) read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned	(I) read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned	T: K-12	Student/Teacher	9781531135096 9781531149536	484	Connections Writing & Language Student Edition: First Read Understand Key Ideas	<a href="#">Connections Writing &amp; Language Student Edition page(s) 484</a>
				Student/Teacher	9781531135096 9781531149536	486	Connections Writing & Language Student Edition: Annotating a Text	<a href="#">Connections Writing &amp; Language Student Edition page(s) 486</a>
				Student/Teacher				
				Teacher Only	9781531129781 9781531149598	20	Connections ELL Teacher Resource: Questioning	<a href="#">Connections ELL Teacher Resource, page(s) 20</a>
				Teacher Only	9781531129781 9781531149598	35	Connections Teacher Wraparound Edition: Focus on Evaluating Sources	<a href="#">Connections Teacher Wraparound Edition, page(s) 35</a>
				Teacher Only				
				Teacher Only				
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	(I) use visual and contextual support to read grade-appropriate content area text	T: K-12 S: 6-12	Student/Teacher	9781531135096 9781531149536	484	Connections Writing & Language Student Edition: First Read Understand Key Ideas	<a href="#">Connections Writing &amp; Language Student Edition page(s) 484</a>
				Student/Teacher	9781531129743 9781531149581	164	Connections ELA Student Edition: Language: Denotations and Connotation	<a href="#">Connections ELA Student Edition page(s) 164</a>
				Student/Teacher				
				Teacher Only	9781531129781 9781531149598	21	Connections ELL Teacher Resource: Annotate	<a href="#">Connections ELL Teacher Resource, page(s) 21</a>
				Teacher Only	9781531129781 9781531149598	18	Connections Teacher Wraparound Edition: ELL Support: Third Read	<a href="#">Connections Teacher Wraparound Edition, page(s) 18</a>
				Teacher Only	9781531129781 9781531149598	84	Connections Teacher Wraparound Edition: ELL Support: Preview Concepts	<a href="#">Connections Teacher Wraparound Edition, page(s) 84</a>
				Teacher Only				
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	(II) use visual and contextual support to enhance and confirm understanding	T: K-12 S: 6-12	Student/Teacher	9781531135096 9781531149536	505	Connections Writing & Language Student Edition: Context Clues Chart	<a href="#">Connections Writing &amp; Language Student Edition page(s) 505</a>
				Student/Teacher	9781531129743 9781531149581	164	Connections ELA Student Edition: Language: Denotations and Connotation	<a href="#">Connections ELA Student Edition page(s) 164</a>
				Student/Teacher				
				Teacher Only	9781531129781 9781531149598	21	Connections ELL Teacher Resource: Annotate	<a href="#">Connections ELL Teacher Resource, page(s) 21</a>
				Teacher Only	9781531129781 9781531149598	202	Connections Teacher Wraparound Edition: First Read: Vocabulary	<a href="#">Connections Teacher Wraparound Edition, page(s) 202</a>
				Teacher Only				
				Teacher Only				

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

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Item Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the location for electronic programs
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language</p>	<p>(vi) use support from peers and teachers to enhance and confirm understanding</p>	<p>T: K-12 S: 6-12</p>	Student/Teacher	9781531129743 9781531149581	23	Connections ELA Student Edition: Project- Based Assessments: RAFT	<a href="#">Connections ELA Student Edition page(s) 23</a>
				Student/T teacher	9781531129743 9781531149581	71	Connections ELA Student Edition: Second Read	<a href="#">Connections ELA Student Edition page(s) 71</a>
				Student/T teacher				
				Teacher Only	9781531129781 9781531149598	71	Connections Teacher Wraparound Edition	<a href="#">Connections Teacher Wraparound Edition, page(s) 71</a>
				Teacher Only	9781531129781 9781531149598	23	Connections Teacher Wraparound Edition	<a href="#">Connections Teacher Wraparound Edition, page(s) 23</a>
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language</p>	<p>(viii) use support from peers and teachers to develop vocabulary needed to comprehend increasingly challenging language</p>	<p>T: K-12 S: 6-12</p>	Student/T teacher	9781531129743 9781531149581	86	Connections ELA Student Edition: First Read	<a href="#">Connections ELA Student Edition page(s) 86</a>
				Student/Teacher	9781531129743 9781531149581	89	Connections ELA Student Edition: Second Read	<a href="#">Connections ELA Student Edition page(s) 89</a>
				Student/Teacher				
				Teacher Only	9781531129781 9781531149598	11	Connections ELL Teacher Resource: Jigsaw Technique	<a href="#">Connections ELL Teacher Resource, page(s) 11</a>
				Teacher Only	9781531129781 9781531149598	29	Connections Teacher Wraparound Edition: Preview Vocabulary	<a href="#">Connections Teacher Wraparound Edition, page(s) 29</a>
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language</p>	<p>(ix) use support from peers and teachers to develop grasp of language structures needed to comprehend increasingly challenging language</p>	<p>T: K-12 S: 6-12</p>	Student/Teacher	9781531129743 9781531149581	71	Connections ELA Student Edition Second Read	<a href="#">Connections ELA Student Edition Second Read page(s) 71</a>
				Student/T teacher	9781531129743 9781531149581	38	Connections ELA Student Edition Language Using Transitions	<a href="#">Connections ELA Student Edition Language Using Transitions page(s) 38</a>
				Student/T teacher				
				Teacher Only	9781531129781 9781531149598	11	Connections ELL Teacher Resource: Jigsaw Technique	<a href="#">Connections ELL Teacher Resource, page(s) 11</a>
				Teacher Only	9781531129781 9781531149598	21	Connections Teacher Wraparound Edition: ELL Support: Language: Run-on Sentences	<a href="#">Connections Teacher Wraparound Edition, page(s) 21</a>
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language</p>	<p>(x) use support from peers and teachers to develop background knowledge needed to comprehend increasingly challenging language</p>	<p>T: K-12 S: 6-12</p>	Student/T teacher	9781531129743 9781531149581	249	Connections ELA Student Edition First Read: Identifying Main Idea	<a href="#">Connections ELA Student Edition First Read page(s) 249</a>
				Student/T teacher				
				Teacher Only				
				Teacher Only				
				Teacher Only				

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				Student/Teacher	9781531129743 9781531149581	276	Connections ELA Student Edition Third Read: Using Metacognition	<a href="#">Connections ELA Student Edition Third Read page(s) 276</a>
				Student/Teacher				
				Teacher Only	9781531129781 9781531149598	144	Connections Teacher Wraparound Edition Before Reading	<a href="#">Connections Teacher Wraparound Edition Before Reading, page(s) 144</a>
				Teacher Only	9781531129781 9781531149598	202	Connections Teacher Wraparound Edition Before Reading	<a href="#">Connections Teacher Wraparound Edition Before Reading, page(s) 202</a>
				Teacher Only				
				Teacher Only				
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(G) demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs	(i) demonstrate comprehension of increasingly complex English by participating in shared reading commensurate with content area and grade level needs	NA	NA	NA	NA	NA	NA
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(G) demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs	(ii) demonstrate comprehension of increasingly complex English by retelling or summarizing material commensurate with content area and grade level needs	T: K-12 S: 6-12	Student/Teacher	9781531129743 9781531149581	243	Connections ELA Student Guide: Modern Adaptation	<a href="#">Connections ELA Student Guide page(s) 243</a>
				Student/Teacher	9781531129743 9781531149581	253	Connections ELA Student Edition: Focus On Main Idea	<a href="#">Connections ELA Student Edition page(s) 253</a>
				Student/Teacher				
				Teacher Only	9781531129781 9781531149598	243	Connections Wraparound Teacher Edition ELL Support: Modern Adaptation	<a href="#">Connections Wraparound Teacher Edition ELL Support, page(s) 243</a>
				Teacher Only	9781531129781 9781531149598	253	Connections Wraparound Teacher Edition ELL Support: Focus on Main Idea	<a href="#">Connections Wraparound Teacher Edition ELL Support, page(s) 253</a>
				Teacher Only				
				Teacher Only				
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(G) demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs	(iii) demonstrate comprehension of increasingly complex English by responding to questions commensurate with content area and grade level needs	T: K-12 S: 6-12	Student/Teacher	9781531129743 9781531149581	253	Connections ELA Student Edition: Focus On Main Idea	<a href="#">Connections ELA Student Edition page(s) 253</a>
				Student/Teacher	9781531129743 9781531149581	261-262	Connections ELA Student Edition: Focus On Author's Use of Justaposition	<a href="#">Connections ELA Student Edition page(s) 261-262</a>
				Student/Teacher				
				Teacher Only	9781531129781 9781531149598	253	Connections Wraparound Teacher Edition ELL Support: Focus on Main Idea	<a href="#">Connections Wraparound Teacher Edition ELL Support, page(s) 253</a>
				Teacher Only	9781531129781 9781531149598	21	Connections ELL Teacher Resource: Retell Summarize	<a href="#">Connections ELL Teacher Resource, page(s) 21</a>
				Teacher Only	9781531129781 9781531149598	20	Connections ELL Teacher Resource: Questioning	<a href="#">Connections ELL Teacher Resource, page(s) 20</a>
				Teacher Only				
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(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	9781531129781 9781531149598	55	Connections ELL Teacher Resource: Graphic Organizers Taking Notes	<a href="#">Connections ELL Teacher Resource, page(s) 55</a>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Item Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the location for electronic programs
				Student/Teacher	9781531129743	284	Connections ELA Student Edition Expectations for Discussion	<a href="#">Connections ELA Student Edition Expectations for Discussion page(s) 284</a>
				Student/Teacher	9781531149581			
				Student/Teacher				
				Teacher Only	9781531129781	21	Connections ELL Teacher Resource: Graphic Organizers	<a href="#">Connections ELL Teacher Resource page(s) 21</a>
				Teacher Only	9781531129781	332	Connections Teacher Wraparound Edition: Before Reading	<a href="#">Connections Teacher Wraparound Edition page(s) 332</a>
				Teacher Only	9781531149598			
				Teacher Only				
				Teacher Only				
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(H) read silently with increasing ease and comprehension for longer periods	(I) read silently with increasing ease for longer periods	NA	NA	NA	NA	NA	NA
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(H) read silently with increasing ease and comprehension for longer periods	(II) read silently with increasing comprehension for longer periods	NA	NA	NA	NA	NA	NA
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(I) demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text and distinguishing main ideas from details commensurate with content area needs	(I) demonstrate English comprehension by employing basic reading skills commensurate with content area needs	NA	NA	NA	NA	NA	NA
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(I) demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text and distinguishing main ideas from details commensurate with content area needs	(II) expand reading skills commensurate with content area needs	NA	NA	NA	NA	NA	NA
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(J) demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs	(I) demonstrate English comprehension and expand reading skills by employing inferential skills	NA	NA	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Item Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the location for electronic programs
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(K) demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade level needs	(i) demonstrate English comprehension and expand reading skills by employing analytical skills	NA	NA	NA	NA	NA	NA
(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:	(A) learn relationships between sounds and letters of the English language to represent sounds when writing in English	(i) learn relationships between sounds and letters of the English language to represent sounds when writing in English	T: K-12 S: 6-12	Student/Teacher	9781531135096 9781531149536	512	Connections Writing & Language Student Edition: Partial Pronunciation Key	<a href="#">Connections Writing &amp; Language Student Edition page(s) 512</a>
				Student/Teacher	9781531135096 9781531149536	467	Connections Writing & Language Student Edition: Words Ending in sede ceeed and cede	<a href="#">Connections Writing &amp; Language Student Edition page(s) 467</a>
				Student/Teacher				
				Teacher Only	9781531129781 9781531149598	21	Connections ELL Teacher Resource: Dictionaries	<a href="#">Connections ELL Teacher Resource page(s) 21</a>
				Teacher Only	9781531129781 9781531149598	20	Connections ELL Teacher Resource: Listen to Passages in Connections	<a href="#">Connections ELL Teacher Resource page(s) 20</a>
				Teacher Only				
				Teacher Only				
(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:	(B) write using newly acquired basic vocabulary and content-based grade-level vocabulary	(i) write using newly acquired basic vocabulary	T: K-12 S: 6-12	Student/Teacher	9781531129781 9781531149598	50	Connections ELL Teacher Resources: Graphic Organizers Frayer Model	<a href="#">Connections ELL Teacher Resources page(s) 50</a>
				Student/Teacher	9781531129743 9781531149581	290	Connections ELA Student Edition Prepare to Write	<a href="#">Connections ELA Student Edition Prepare to Write page(s) 290</a>
				Student/Teacher				
				Teacher Only	9781531129781 9781531149598	19	Connections ELL Teacher Resource: Vocabulary Flashcards	<a href="#">Connections ELL Teacher Resource page(s) 19</a>
				Teacher Only	9781531129781 9781531149598	316	Connections Teacher Wraparound Edition: ELL Support: Write	<a href="#">Connections Teacher Wraparound Edition page(s) 316</a>
				Teacher Only				
				Teacher Only				
(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:	(B) write using newly acquired basic vocabulary and content-based grade-level vocabulary	(ii) write using content-based grade-level vocabulary	T: K-12 S: 6-12	Student/Teacher	9781531129781 9781531149598	50	Connections ELL Teacher Resources: Graphic Organizers Frayer Model	<a href="#">Connections ELL Teacher Resources page(s) 50</a>
				Student/Teacher	9781531129781 9781531149598	48	Connections ELL Teacher Resources: Grade 12 Unit 3 Activities	<a href="#">Connections ELL Teacher Resources page(s) 48</a>
				Student/Teacher				
				Teacher Only	9781531129781 9781531149598	19	Connections ELL Teacher Resource: Vocabulary Flashcards	<a href="#">Connections ELL Teacher Resource page(s) 19</a>
				Teacher Only	9781531129781 9781531149598	316	Connections Teacher Wraparound Edition: ELL Support: Write	<a href="#">Connections Teacher Wraparound Edition page(s) 316</a>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Item Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the location for electronic programs
				Teacher Only				
				Teacher Only				
(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:	(C) spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired	(i) spell familiar English words with increasing accuracy	T: K-12 S: 6-12	Student/Teacher	9781531135096 9781531149536	467	Connections Writing & Language Student Edition: Spelling Patterns	<a href="#">Connections Writing &amp; Language Student Edition page(s) 467</a>
				Student/Teacher	9781531135096 9781531149536	332	Connections Writing & Language Student Edition: first paragraph	<a href="#">Connections Writing &amp; Language Student Edition page(s) 332</a>
				Student/Teacher				
				Teacher Only	9781531129781 9781531149598	19	Connections ELL Teacher Resource: Vocabulary Flashcards	<a href="#">Connections ELL Teacher Resource page(s) 19</a>
				Teacher Only	9781531129781 9781531149598	18	Connections ELL Teacher Resource: Vocabulary Memory	<a href="#">Connections ELL Teacher Resource page(s) 18</a>
				Teacher Only				
				Teacher Only				
(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:	(C) spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired	(ii) employ English spelling pattern with increasing accuracy as more English is acquired	T: K-12 S: 6-12	Student/Teacher	9781531135096 9781531149536	467	Connections Writing & Language Student Edition: Spelling Patterns	<a href="#">Connections Writing &amp; Language Student Edition page(s) 467</a>
				Student/Teacher	9781531135096 9781531149536	332	Connections Writing & Language Student Edition: first paragraph	<a href="#">Connections Writing &amp; Language Student Edition page(s) 332</a>
				Student/Teacher				
				Teacher Only	9781531129781 9781531149598	19	Connections ELL Teacher Resource: Vocabulary Flashcards	<a href="#">Connections ELL Teacher Resource page(s) 19</a>
				Teacher Only	9781531129781 9781531149598	18	Connections ELL Teacher Resource: Vocabulary Memory	<a href="#">Connections ELL Teacher Resource page(s) 18</a>
				Teacher Only				
				Teacher Only				
(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:	(C) spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired	(iii) employ English spelling rules with increasing accuracy as more English is acquired	T: K-12 S: 6-12	Student/Teacher	9781531135096 9781531149536	467	Connections Writing & Language Student Edition: Spelling Patterns	<a href="#">Connections Writing &amp; Language Student Edition page(s) 467</a>
				Student/Teacher	9781531135096 9781531149536	332	Connections Writing & Language Student Edition: first paragraph	<a href="#">Connections Writing &amp; Language Student Edition page(s) 332</a>
				Student/Teacher				
				Teacher Only	9781531129781 9781531149598	19	Connections ELL Teacher Resource: Vocabulary Flashcards	<a href="#">Connections ELL Teacher Resource page(s) 19</a>
				Teacher Only	9781531129781 9781531149598	18	Connections ELL Teacher Resource: Vocabulary Memory	<a href="#">Connections ELL Teacher Resource page(s) 18</a>
				Teacher Only				
				Teacher Only				

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Item Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the location for electronic programs
<p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>	<p>(D) edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired</p>	<p>(i) edit writing for standard grammar and usage, including subject-verb agreement commensurate with grade-level expectations as more English is acquired</p>	<p>T: K-12 S: 6-12</p>	Student/Teacher	9781531129781 9781531149598	72	Connections ELL Resource Proofreading Checklist	<a href="#">Connections ELL Resource Proofreading Checklist, page(s) 72</a>
				Student/Teacher	9781531129743 9781531149581	240	Connections ELA Student Edition Language: Subject-Verb Agreement	<a href="#">Connections ELA Student Edition Language page(s) 240</a>
				Student/Teacher				
				Teacher Only	9781531129781 9781531149598	403	Connections Teacher Wraparound Edition: ELL Support: Second Peer Review Checklist	<a href="#">Connections Teacher Wraparound Edition, page(s) 403</a>
				Teacher Only	9781531129781 9781531149598	297	Connections Teacher Wraparound Edition: ELL Support: Revising and Editing	<a href="#">Connections Teacher Wraparound Edition, page(s) 297</a>
				Teacher Only	9781531129781 9781531149598	240	Connections Teacher Wraparound Edition: Language: Subject-Verb Agreement	<a href="#">Connections Teacher Wraparound Edition, page(s) 240</a>
				Teacher Only				
				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>(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>	Student/Teacher	9781531129743 9781531149581	240	Connections ELA Student Edition Language: Subject-Verb Agreement	<a href="#">Connections ELA Student Edition Language page(s) 240</a>
				Student/Teacher	9781531129781 9781531149598	72	Connections ELL Teacher Resource: Proofreading Checklist	<a href="#">Connections ELL Teacher Resource, page(s) 72</a>
				Student/Teacher				
				Teacher Only	9781531129781 9781531149598	403	Connections Teacher Wraparound Edition: ELL Support: Second Peer Review Checklist	<a href="#">Connections Teacher Wraparound Edition, page(s) 403</a>
				Teacher Only	9781531129781 9781531149598	297	Connections Teacher Wraparound Edition: ELL Support: Revising and Editing	<a href="#">Connections Teacher Wraparound Edition, page(s) 297</a>
				Teacher Only				
				Teacher Only				
				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	339	Connections Writing & Language Student Edition: Verb Tense	<a href="#">Connections Writing &amp; Language Student Edition page(s) 339</a>
				Student/Teacher	9781531135096 9781531149536	337	Connections Writing & Language Student Edition: Six Problem Verbs	<a href="#">Connections Writing &amp; Language Student Edition page(s) 337</a>
				Student/Teacher				
				Teacher Only	9781531129781 9781531149598	403	Connections Teacher Wraparound Edition: ELL Support: Second Peer Review Checklist	<a href="#">Connections Teacher Wraparound Edition, page(s) 403</a>
				Teacher Only	9781531129781 9781531149598	297	Connections Teacher Wraparound Edition: ELL Support: Revising and Editing	<a href="#">Connections Teacher Wraparound Edition, page(s) 297</a>
				Teacher Only				
				Teacher Only				
				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>	<p>Student/Teacher</p>	<p>9781531135096 9781531149536</p>	315	Connections Writing & Language Student Edition: The Uses of Subordinate Clauses	<a href="#">Connections Writing &amp; Language Student Edition page(s) 315</a>
						325	Connections Writing & Language Student Edition: Complex Sentences	<a href="#">Connections Writing &amp; Language Student Edition page(s) 325</a>
						403	Connections Teacher Wraparound Edition: ELL Support: Second Peer Review Checklist	<a href="#">Connections Teacher Wraparound Edition page(s) 403</a>
						297	Connections Teacher Wraparound Edition: ELL Support: Revising and Editing	<a href="#">Connections Teacher Wraparound Edition page(s) 297</a>
<p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>	<p>(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>	<p>Student/Teacher</p>	<p>9781531135096 9781531149536</p>	315	Connections Writing & Language Student Edition: The Uses of Subordinate Clauses	<a href="#">Connections Writing &amp; Language Student Edition page(s) 315</a>
						325	Connections Writing & Language Student Edition: Complex Sentences	<a href="#">Connections Writing &amp; Language Student Edition page(s) 325</a>
						403	Connections Teacher Wraparound Edition: ELL Support: Second Peer Review Checklist	<a href="#">Connections Teacher Wraparound Edition page(s) 403</a>
						297	Connections Teacher Wraparound Edition: ELL Support: Revising and Editing	<a href="#">Connections Teacher Wraparound Edition page(s) 297</a>
<p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>	<p>(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 patterns in increasingly accurate ways as more English is acquired</p>	<p>T: K-12 S: 6-12</p>	<p>Student/Teacher</p>	<p>9781531135096 9781531149536</p>	315	Connections Writing & Language Student Edition: The Uses of Subordinate Clauses	<a href="#">Connections Writing &amp; Language Student Edition page(s) 315</a>
						325	Connections Writing & Language Student Edition: Complex Sentences	<a href="#">Connections Writing &amp; Language Student Edition page(s) 325</a>
						302	Connections Teacher Wraparound Edition: ELL Support: Writing Prompt	<a href="#">Connections Teacher Wraparound Edition page(s) 302</a>
						316	Connections Teacher Wraparound Edition: ELL Support: Write	<a href="#">Connections Teacher Wraparound Edition page(s) 316</a>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Item Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the location for electronic programs							
<p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>	<p>(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>	<p>Student/Teacher</p>	<p>9781531135096 9781531149536</p>	<p>274</p>	Connections Writing & Language Student Edition: Conjunctions	<a href="#">Connections Writing &amp; Language Student Edition page(s) 274</a>							
							Connections Writing & Language Student Edition: Subordinating Conjunctions	<a href="#">Connections Writing &amp; Language Student Edition page(s) 317</a>							
							Connections ELA Student Edition Using Transitions	<a href="#">Connections ELA Student Edition Using Transitions page(s) 39</a>							
							Connections Teacher Wraparound Edition: ELL Support: Writing Prompt	<a href="#">Connections Teacher Wraparound Edition page(s) 302</a>							
							Connections Teacher Wraparound Edition: ELL Support: Write	<a href="#">Connections Teacher Wraparound Edition page(s) 316</a>							
							Connections Teacher Wraparound Edition: Language: Using Transitions	<a href="#">Connections Teacher Wraparound Edition page(s) 38</a>							
							<p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>	<p>(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>	<p>Student/Teacher</p>	<p>9781531129781 9781531149598</p>	<p>69</p>	Connections ELL Teacher Resource: Narrative Writing Revision Checklist	<a href="#">Connections ELL Teacher Resource page(s) 69</a>
														Connections Writing & Language Student Edition: Writing a Personal Narrative	<a href="#">Connections Writing &amp; Language Student Edition page(s) 129</a>
														Connections ELL Teacher Resource: Retell Summarize	<a href="#">Connections ELL Teacher Resource page(s) 21</a>
														Connections Teacher Wraparound Edition: ELL Support: Project-Based Assessments- Write an Interpretation of The Things They	<a href="#">Connections Teacher Wraparound Edition page(s) 368</a>
<p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>	<p>(G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired</p>	<p>(i) 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>	<p>Student/Teacher</p>	<p>9781531129781 9781531149598</p>	<p>69</p>								Connections ELL Teacher Resource: Narrative Writing Revision Checklist	<a href="#">Connections ELL Teacher Resource page(s) 69</a>
														Connections Writing & Language Student Edition: Writing a Personal Narrative	<a href="#">Connections Writing &amp; Language Student Edition page(s) 129</a>
														Connections ELL Teacher Resource: Retell Summarize	<a href="#">Connections ELL Teacher Resource page(s) 21</a>
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Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Item Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the location for electronic programs
<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	9781531129781 9781531149598	69	Connections ELL Teacher Resource: Narrative Writing Revision Checklist	<a href="#">Connections ELL Teacher Resource, page(s) 69</a>
				Student/Teacher	9781531135096 9781531149536	129	Connections Writing & Language Student Edition: Writing a Personal Narrative	<a href="#">Connections Writing &amp; Language Student Edition page(s) 129</a>
				Student/Teacher				
				Teacher Only	9781531129781 9781531149598	21	Connections ELL Teacher Resource: Retell Summarize	<a href="#">Connections ELL Teacher Resource, page(s) 21</a>
				Teacher Only	9781531129781 9781531149598	368	Connections Teacher Wraparound Edition: Project Based Assessments- Write an Interpretation of The Things They Carried	<a href="#">Connections Teacher Wraparound Edition, page(s) 368</a>
				Teacher Only				