

| English Language Proficiency Standards (ELPS): Student/Teacher Material | | | | | | | | | | | | | | |
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| Subject | Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading | | | | | | | | | | | | | |
| Subchapter | Subchapter C. High School | | | | | | | | | | | | | |
| Course | §110.39. English IV (One Credit), Adopted 2017 | | | | | | | | | | | | | |
| Publisher | Perfection Learning Corporation | | | | | | | | | | | | | |
| Program Title | Texas Connections Grade 12 | | | | | | | | | | | | | |
| Program ISBN | 9781531149253 | | | | | | | | | | | | | |
| Program Title (identical content) | Texas Connections Grade 12 (online only) | | | | | | | | | | | | | |
| Program ISBN (identical content) | 9781531149260 | | | | | | | | | | | | | |
| (a) Introduction. | | | | | | | | | | | | | | |
| <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) School district responsibilities. | | | | | | | | | | | | | | |
| This section is not applicable to this document, but can be found at http://www.ies.state.tx.us/hylea/fac/chapter074c07074a.html#74_4 . | | | | | | | | | | | | | | |
| (c) Cross-curricular second language acquisition essential knowledge and skills | | | | | | | | | | | | | | |
| Knowledge and Skills Statement | Student Expectation | Breakout | Required Grade Level | Item Type | Component ISBN | Page (s) | Description of the specific location | Hyperlink to the location for electronic programs | | | | | | |
| <p>(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:</p> | (A) use prior knowledge and experiences to understand meanings in English | (i) use prior knowledge to understand meanings in English | T: K-12 S: 6-12 | Student/Teacher | 9781531135096 9781531149536 | 481 | Connections Writing & Language Student Edition: Use Your Prior Knowledge | Connections Writing & Language Student Edition page(s) 481 | | | | | | |
| | | | | Student/Teacher | 9781531129804 9781531149611 | 8 | Connections ELA Student Book: Preview Concepts List | Connections ELA Student Book page(s) 8 | | | | | | |
| | | | | Student/Teacher | 9781531129842 9781531149628 | 235 | Connections Teacher Wraparound Edition: Essential Question | Connections Teacher Wraparound Edition, page(s) 235 | | | | | | |
| | | | | Teacher Only | 9781531129842 9781531149628 | 238 | Connections Teacher Wraparound Edition: ELL Support Preview Vocabulary | Connections Teacher Wraparound Edition, page(s) 238 | | | | | | |
| | | | | Teacher Only | | | | | | | | | | |
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| | | | | Student/Teacher | 9781531129804 9781531149611 | 252 | Connections ELA Student Book: Preview Concepts | Connections ELA Student Book page(s) 252 | | | | | | |
| | | | | Student/Teacher | 9781531129842 9781531149628 | 9 | Connections Teacher Wraparound Edition: Preview Concepts | Connections Teacher Wraparound Edition, page(s) 9 | | | | | | |
| | | | | Teacher Only | 9781531129842 9781531149628 | 7 | Connections Teacher Wraparound Edition: Introduction Suggestions 2 | Connections Teacher Wraparound Edition, page(s) 7 | | | | | | |
| | | | | Teacher Only | | | | | | | | | | |
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| | | | | Student/Teacher | 9781531129804 9781531149611 | 131 | Connections ELA Student Book: Speak and Listen | Connections ELA Student Book page(s) 131 | | | | | | |
| | | | | Student/Teacher | 9781531129842 9781531149628 | 10 | Connections ELL Teacher Resource: Corrective Feedback | Connections ELL Teacher Resource, page(s) 10 | | | | | | |
| | | | | Teacher Only | 9781531129842 9781531149628 | 10 | Connections ELL Teacher Resource: Language rich Environment | Connections ELL Teacher Resource, page(s) 10 | | | | | | |
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| | | | | | | | | | NA | NA | NA | NA | NA | NA |
| | | | | | | | | | NA | NA | NA | NA | NA | NA |
| | | | | | | | | | NA | NA | NA | NA | NA | NA |
| | | | | | | | | | NA | NA | NA | NA | NA | NA |
| | | | | | | | | | NA | NA | NA | NA | NA | NA |
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| | | | | Student/Teacher | 9781531129804 9781531149611 | 290 | Connections ELA Student Book: Definition Chart | Connections ELA Student Book page(s) 290 | | | | | | |
| | | | | Student/Teacher | 9781531129842 9781531149628 | 18 | Connections ELL Teacher Resource: Teaching Vocabulary | Connections ELL Teacher Resource, page(s) 18 | | | | | | |
| | | | | Teacher Only | 9781531129842 9781531149628 | 29 | Connections Teacher Wraparound Edition: Preview Vocabulary | Connections Teacher Wraparound Edition, page(s) 29 | | | | | | |
| | | | | Teacher Only | 9781531129842 9781531149628 | 19 | Connections ELL Teacher Resource: Support for Teaching ELLs in Connections: Vocabulary Flashcards | Connections ELL Teacher Resource, page(s) 19 | | | | | | |
| | | | | Teacher Only | | | | | | | | | | |

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| | | | | | <p>9781531129804 9781531149611</p> | <p>37</p> | <p>Connections ELA Student Book: Speak and Listen</p> | <p>Connections ELA Student Book page(s) 37</p> | |
| | | | | | <p>9781531129842 9781531149628</p> | <p>34</p> | <p>Connections Teacher Wraparound Edition: ELL Support Speak and Listen</p> | <p>Connections Teacher Wraparound Edition page(s) 34</p> | |
| | | | | | <p>9781531129842 9781531149628</p> | <p>170</p> | <p>Connections Teacher Wraparound Edition: Remediation Speak and Listen</p> | <p>Connections Teacher Wraparound Edition page(s) 170</p> | |
| | | | | | <p>9781531129842 9781531149628</p> | | | | |
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| <p>(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:</p> | <p>(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</p> | <p>(ii) internalize new basic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> |
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| | | | | <p>Student/Teacher</p> | <p>9781531135098 9781531149536</p> | <p>331</p> | <p>Connections Writing & Language Student Edition: Regular and Irregular Verbs</p> | <p>Connections Writing & Language Student Edition page(s) 331</p> | |
| | | | | <p>Student/Teacher</p> | | | | | |
| | | | | <p>Teacher Only</p> | <p>9781531129842 9781531149628</p> | <p>18</p> | <p>Connections ELL Teacher Resource: Teaching Vocabulary</p> | <p>Connections ELL Teacher Resource page(s) 18</p> | |
| | | | | <p>Teacher Only</p> | <p>9781531129842 9781531149628</p> | <p>178</p> | <p>Connections Teacher Wraparound Edition: Poetry Explication</p> | <p>Connections Teacher Wraparound Edition page(s) 178</p> | |
| | | | | <p>Teacher Only</p> | | | | | |
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| <p>(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:</p> | <p>(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</p> | <p>(i) develop and expand repertoire of learning strategies</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> | |
| <p>(2) Cross-curricular second language acquisition/learning. 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:</p> | <p>(A) distinguish sounds and intonation patterns of English with increasing ease</p> | <p>(i) distinguish sounds of English with increasing ease</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> | |

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| (2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to: | (A) distinguish sounds and intonation patterns of English with increasing ease | (i) distinguish intonation patterns of English with increasing ease | NA | NA | NA | NA | NA | NA |
| (2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to: | (B) recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters | (i) recognize elements of the English sound system in newly acquired vocabulary | NA | NA | NA | NA | NA | NA |
| (2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to: | (C) learn new language structures, expressions, and basic academic vocabulary heard during classroom instruction and interactions | (i) learn new language structures heard during classroom instruction and interactions | T: K-12 | Student/Teacher | 9781531129842 9781531149628 | 14 | Connections ELL Teacher Resource: General Expressions For the Classroom | Connections ELL Teacher Resource, page(s) 14 |
| | | | | Student/Teacher | 9781531129804 9781531149611 | 131 | Connections ELA Student Edition: Speak and Listen | Connections ELA Student Edition page(s) 131 |
| | | | | Student/Teacher | | | | |
| | | | | Teacher Only | 9781531129842 9781531149628 | 10 | Connections ELL Teacher Resource: Modeling | Connections ELL Teacher Resource, page(s) 10 |
| | | | | Teacher Only | 9781531129842 9781531149628 | 10 | Connections ELL Teacher Resource: Language rich Environment | Connections ELL Teacher Resource, page(s) 10 |
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| | | | | Student/Teacher | 9781531129804 9781531149611 | 131 | Connections ELA Student Edition: Speak and Listen | Connections ELA Student Edition page(s) 131 |
| | | | | Student/Teacher | | | | |
| | | | | Teacher Only | 9781531129842 9781531149628 | 10 | Connections ELL Teacher Resource: Modeling | Connections ELL Teacher Resource, page(s) 10 |
| | | | | Teacher Only | 9781531129842 9781531149628 | 10 | Connections ELL Teacher Resource: Language rich Environment | Connections ELL Teacher Resource, page(s) 10 |
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| | | | | Student/Teacher | 9781531129804 9781531149611 | 131 | Connections ELA Student Edition: Speak and Listen | Connections ELA Student Edition page(s) 131 |
| | | | | Student/Teacher | | | | |
| | | | | Teacher Only | 9781531129842 9781531149628 | 10 | Connections ELL Teacher Resource: Modeling | Connections ELL Teacher Resource, page(s) 10 |
| | | | | Teacher Only | 9781531129842 9781531149628 | 10 | Connections ELL Teacher Resource: Language rich Environment | Connections ELL Teacher Resource, page(s) 10 |
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| | | | | Student/Teacher | 9781531129804 9781531149611 | 131 | Connections ELA Student Edition: Speak and Listen | Connections ELA Student Edition page(s) 131 |
| | | | | Student/Teacher | | | | |
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| <p>(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:</p> | <p>(D) monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed</p> | <p>(i) monitor understanding of spoken language during classroom instruction and interactions</p> | <p>T: K-12</p> | Student/Teacher | 9781531128804 9781531149611 | 170 | Connections ELA Student Edition: Socratic Seminar | Connections ELA Student Edition page(s) 170 |
| | | | | Student/Teacher | 9781531128842 9781531149628 | 14 | Connections ELL Teacher Resource: General Expressions in the Classroom | Connections ELL Teacher Resource page(s) 14 |
| | | | | Student/Teacher | 9781531128842 9781531149628 | 170 | Connections Teacher Wraparound Edition: Socratic Seminar Remediation | Connections Teacher Wraparound Edition page(s) 170 |
| | | | | Teacher Only | 9781531128842 9781531149628 | 10 | Connections ELL Teacher Resource: Corrective Feedback | Connections ELL Teacher Resource page(s) 10 |
| | | | | Teacher Only | | | | |
| <p>(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:</p> | <p>(D) monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed</p> | <p>(ii) seek clarification [of spoken language] as needed</p> | <p>T: K-12 S: 6-12</p> | Student/Teacher | 9781531128804 9781531149611 | 170 | Connections ELA Student Edition: Socratic Seminar | Connections ELA Student Edition page(s) 170 |
| | | | | Student/Teacher | 9781531128842 9781531149628 | 14 | Connections ELL Teacher Resource: General Expressions in the Classroom | Connections ELL Teacher Resource page(s) 14 |
| | | | | Student/Teacher | 9781531128842 9781531149628 | 170 | Connections Teacher Wraparound Edition: Remediation Speak and Listen | Connections Teacher Wraparound Edition page(s) 170 |
| | | | | Teacher Only | 9781531128842 9781531149628 | 300 | Connections Teacher Wraparound Edition: ELL Support Project Based Assessments Roundtable Discussion | Connections Teacher Wraparound Edition page(s) 300 |
| | | | | Teacher Only | | | | |
| <p>(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:</p> | <p>(E) use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language</p> | <p>(i) use visual support to enhance and confirm understanding of increasingly complex and elaborated spoken language</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> |
| <p>(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:</p> | <p>(E) use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language</p> | <p>(ii) use contextual support to enhance and confirm understanding of increasingly complex and elaborated spoken language</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> |
| <p>(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:</p> | <p>(E) use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language</p> | <p>(iii) use linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language</p> | <p>T: K-12 S: 6-12</p> | Student/Teacher | 9781531135096 9781531149536 | 525 | Connections Writing & Language Student Edition: Respond Appropriately | Connections Writing & Language Student Edition page(s) 525 |
| | | | | Student/Teacher | 9781531135096 9781531149536 | 526 | Connections Writing & Language Student Edition: Listen for Information | Connections Writing & Language Student Edition page(s) 526 |
| | | | | Student/Teacher | 9781531128842 9781531149628 | 14 | Connections ELL Resource General Expressions for the Classroom | Connections ELL Resource General Expressions for the Classroom page(s) 14 |
| | | | | Teacher Only | 9781531128842 9781531149628 | 40 | Connections Teacher Wraparound Edition: Project Based Assessments ELL Support Fishbowl Discussion | Connections Teacher Wraparound Edition page(s) 40 |
| | | | | Teacher Only | 9781531128842 9781531149628 | 89 | Connections Teacher Wraparound Edition: ELL Support Focus on Analyzing the Portrayal of Characters | Connections Teacher Wraparound Edition page(s) 89 |
| <p>(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:</p> | <p>(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</p> | <p>(i) listen to and derive meaning from a variety of media to build and reinforce concept attainment</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> |
| <p>(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:</p> | <p>(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</p> | <p>(ii) listen to and derive meaning from a variety of media to build and reinforce language attainment</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> |

| Knowledge and Skills Statement | Student Expectation | Breakout | Required Grade Level | Item Type | Component ISBN | Page (s) | Description of the specific location | Hyperlink to the location for electronic programs |
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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: | (H) understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations | (i) understand implicit ideas in increasingly complex spoken language commensurate with grade-level learning expectations | NA | NA | NA | NA | NA | NA |
| (2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to: | (H) understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations | (ii) understand information in increasingly complex spoken language commensurate with grade-level learning expectations | NA | NA | NA | NA | NA | NA |
| (2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to: | (I) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs | (i) demonstrate listening comprehension of increasingly complex spoken English by following directions commensurate with content and grade-level needs | NA | NA | NA | NA | NA | NA |
| (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 | 9781531129804 9781531149611 | 40 | Connections ELA Student Book: Fishbowl Discussion | Connections ELA Student Book page(s) 40 |
| | | | | Student/Teacher | 9781531129804 9781531149611 | 301 | Connections ELA Student Book: Roundtable Discussion Instructions 4 | Connections ELA Student Book page(s) 301 |
| | | | | Student/Teacher | 9781531129842 9781531149628 | 14 | Connections ELL Resource General Expressions for the Classroom | Connections ELL Resource General Expressions for the Classroom, page(s) 14 |
| | | | | Student/Teacher | 9781531129842 9781531149628 | 97 | Connections Teacher Wraparound Edition: Speak and Listen | Connections Teacher Wraparound Edition, page(s) 97 |
| | | | | Teacher Only | 9781531129842 9781531149628 | 123 | Connections Teacher Wraparound Edition: Text Based Discussion Questions | Connections Teacher Wraparound Edition, page(s) 123 |
| | | | | Teacher Only | | | | |
| | | | | Teacher Only | | | | |
| (2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to: | (I) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs | (iv) demonstrate listening comprehension of increasingly complex spoken English by collaborating with peers commensurate with content and grade-level needs | T: K-12 | Student/Teacher | 9781531129804 9781531149611 | 40 | Connections ELA Student Book: Fishbowl Discussion | Connections ELA Student Book page(s) 40 |
| | | | | Student/Teacher | 9781531129804 9781531149611 | 97 | Connections ELA Student Book: Speak and Listen | Connections ELA Student Book page(s) 97 |
| | | | | Student/Teacher | 9781531129842 9781531149628 | 14 | Connections ELL Resource General Expressions for the Classroom | Connections ELL Resource General Expressions for the Classroom, page(s) 14 |
| | | | | Teacher Only | 9781531129842 9781531149628 | 11 | Connections ELL Teacher Resource: Jigsaw Technique | Connections ELL Teacher Resource, page(s) 11 |
| | | | | Teacher Only | 9781531129842 9781531149628 | 9 | Connections ELL Teacher Resource: Using Multilevel Grouping with ELLs | Connections ELL Teacher Resource, page(s) 9 |
| | | | | Teacher Only | | | | |
| | | | | Teacher Only | | | | |
| (2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to: | (I) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs | (v) demonstrate listening comprehension of increasingly complex spoken English by taking notes commensurate with content and grade-level needs | T: K-12 S: 6-12 | Student/Teacher | 9781531129804 9781531149611 | 40 | Connections ELA Student Book: Fishbowl Discussion | Connections ELA Student Book page(s) 40 |
| | | | | Student/Teacher | 9781531129804 9781531149611 | 97 | Connections ELA Student Book: Speak and Listen | Connections ELA Student Book page(s) 97 |
| | | | | Student/Teacher | 9781531129842 9781531149628 | 11 | Connections ELL Teacher Resource: Jigsaw Technique | Connections ELL Teacher Resource, page(s) 11 |
| | | | | Teacher Only | 9781531129842 9781531149628 | 9 | Connections ELL Teacher Resource: Using Multilevel Grouping with ELLs | Connections ELL Teacher Resource, page(s) 9 |
| | | | | Teacher Only | | | | |
| | | | | Teacher Only | | | | |

| Knowledge and Skills Statement | Student Expectation | Breakout | Required Grade Level | Item Type | Component ISBN | Page (s) | Description of the specific location | Hyperlink to the location for electronic programs |
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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: | (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 | 9781531129842 9781531149628 | 57 | Connections ELL Teacher Resource: Graphic Organizers Graphic Novel Comic | Connections ELL Teacher Resource, page(s) 57 |
| | | | | Student/Teacher | 9781531129842 9781531149628 | 59 | Connections ELL Teacher Resource: Graphic Organizers Timeline | Connections ELL Teacher Resource, page(s) 59 |
| | | | | Student/Teacher | | | | |
| | | | | Teacher Only | 9781531129842 9781531149628 | 127 | Connections Teacher Wraparound Edition: ELL Support Focus on <i>Ident/Not Central Ideas</i> | Connections Teacher Wraparound Edition, page(s) 127 |
| | | | | Teacher Only | 9781531129842 9781531149628 | 20 | Connections ELL Teacher Resource: Draw Act Define Read | Connections ELL Teacher Resource, page(s) 20 |
| | | | | 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 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 | T: K-12 S: 6-12 | Student/Teacher | 9781531135096 9781531149536 | 525 | Connections Writing & Language Student Edition: Respond Appropriately | Connections Writing & Language Student Edition page(s) 525 |
| | | | | Student/Teacher | 9781531135096 9781531149536 | 538 | Connections Writing & Language Student Edition: Collaborating Effectively Chart Verbal Cues | Connections Writing & Language Student Edition page(s) 538 |
| | | | | Student/Teacher | 9781531129842 9781531149628 | 14 | Connections ELL Resource General Expressions for the Classroom, page(s) 14 | Connections ELL Resource General Expressions for the Classroom, page(s) 14 |
| | | | | Student/Teacher | | | | |
| | | | | Teacher Only | 9781531129842 9781531149628 | 19 | Connections ELL Teacher Resource Concept Sort | Connections ELL Teacher Resource Concept Sort, page(s) 19 |
| | | | | Teacher Only | 9781531129842 9781531149628 | 10 | Connections ELL Teacher Resource: Language rich Environment | Connections ELL Teacher Resource, page(s) 10 |
| | | | | 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: | (C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired | (i) speak using a variety of grammatical structures with increasing accuracy and ease as more English is acquired | NA | NA | NA | NA | NA | NA |
| (3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to: | (C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired | (ii) speak using a variety of sentence lengths with increasing accuracy and ease as more English is acquired | NA | NA | NA | NA | NA | NA |
| (3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to: | (C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired | (iii) speak using a variety of sentence types with increasing accuracy and ease as more English is acquired | NA | NA | NA | NA | NA | NA |

| Knowledge and Skills Statement | Student Expectation | Breakout | Required Grade Level | Item Type | Component ISBN | Page (s) | Description of the specific location | Hyperlink to the location for electronic programs |
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| (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 | 9781531135096 9781531149536 | 273 | Connections Writing & Language Student Edition: Some Common Prepositions | Connections Writing & Language Student Edition page(s) 273 |
| | | | | | 9781531135098 9781531149536 | 521 | Connections Writing & Language Student Edition: Collaboration Table Verbal Cues | Connections Writing & Language Student Edition page(s) 521 |
| | | | | | 9781531129842 9781531149628 | 73 | Connections Teacher Wraparound Edition: ELL Support Speak and Listen | Connections Teacher Wraparound Edition, page(s) 73 |
| | | | | | | | | |
| (3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to: | (D) speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency | (i) speak using grade-level content area vocabulary in context to internalize new English words | T: K-12 S: 6-12 | Student/Teacher | 9781531129804 9781531149611 | 40 | Connections ELA Student Book: Fishbowl Discussion | Connections ELA Student Book page(s) 40 |
| | | | | | 9781531129804 9781531149611 | 131 | Connections ELA Student Book: Speak and Listen | Connections ELA Student Book page(s) 131 |
| | | | | | 9781531129842 9781531149628 | 73 | Connections Teacher Wraparound Edition: ELL Support Speak and Listen | Connections Teacher Wraparound Edition, page(s) 73 |
| | | | | | | | | |
| (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 | 9781531129804 9781531149611 | 40 | Connections ELA Student Book: Fishbowl Discussion | Connections ELA Student Book page(s) 40 |
| | | | | | 9781531129804 9781531149611 | 131 | Connections ELA Student Book: Speak and Listen | Connections ELA Student Book page(s) 131 |
| | | | | | 9781531129842 9781531149628 | 73 | Connections Teacher Wraparound Edition: ELL Support Speak and Listen | Connections Teacher Wraparound Edition, page(s) 73 |
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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: | (E) share information in cooperative learning interactions | (i) share information in cooperative learning interactions | T: K-12 S: 6-12 | Student/Teacher | 9781531129804 9781531149611 | 40 | Connections ELA Student Book: Fishbowl Discussion | Connections ELA Student Book page(s) 40 |
| | | | | | 9781531129804 9781531149611 | 131 | Connections ELA Student Book: Speak and Listen | Connections ELA Student Book page(s) 131 |
| | | | | | 9781531135096 9781531149536 | 528 | Connections Writing & Language Student Edition: Writing and Giving an Effective Speech | Connections Writing & Language Student Edition page(s) 528 |
| | | | | | 9781531129842 9781531149628 | 37 | Connections Teacher Wraparound Edition: ELL Support Speak and Listen | Connections Teacher Wraparound Edition, page(s) 37 |
| | | | | | 9781531129842 9781531149628 | 131 | Connections Teacher Wraparound Edition: ELL Support Speak and Listen | Connections Teacher Wraparound Edition, page(s) 131 |
| | | | | | | | | |
| (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 | Connections Writing & Language Student Edition page(s) 545 |
| | | | | | 9781531129804 9781531149611 | 279 | Connections ELA Student Edition: Lincoln Douglas Debate | Connections ELA Student Edition page(s) 279 |
| | | | | | 9781531129842 9781531149628 | 11 | Connections ELL Teacher Resource: Think Pair Share | Connections ELL Teacher Resource, page(s) 11 |
| | | | | | 9781531129842 9781531149628 | 10 | Connections ELL Teacher Resource: Different Native Languages Groups | Connections ELL Teacher Resource, page(s) 10 |
| | | | | | | | | |
| (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 | 9781531129804 9781531149611 | 40 | Connections ELA Student Book: Fishbowl Discussion | Connections ELA Student Book page(s) 40 |
| | | | | | 9781531135096 9781531149536 | 538 | Connections Writing & Language Student Edition: Collaborating Effectively: Chart Verbal Cues | Connections Writing & Language Student Edition page(s) 538 |
| | | | | | 9781531129842 9781531149628 | 14 | Connections ELL Resource: General Expressions for the Classroom | Connections ELL Resource: General Expressions for the Classroom, page(s) 14 |
| | | | | | 9781531129842 9781531149628 | 21 | Connections ELL Teacher Resource: Discuss | Connections ELL Teacher Resource, page(s) 21 |
| | | | | | 9781531129842 9781531149628 | 279 | Connections Teacher Wraparound Edition: Project Based Assessment Lincoln Douglas Debate | Connections Teacher Wraparound Edition, page(s) 279 |
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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 | | | |
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| <p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p> | <p>(F) ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments.</p> | | <p>T: K-12 S: 6-12</p> | Student/Teacher | 9781531128804 9781531149611 | 40 | Connections ELA Student Book: Fishbowl Discussion | Connections ELA Student Book page(s) 40 | | | |
| | | | | Student/Teacher | 9781531135096 9781531149536 | 524 | Connections Writing & Language Student Edition: Try It Out Giving and Following Complex Directions | Connections Writing & Language Student Edition page(s) 524 | | | |
| | | | | Student/Teacher | 9781531129842 9781531149628 | 14 | Connections ELL Resource General Expressions for the Classroom | Connections ELL Resource General Expressions for the Classroom page(s) 14 | | | |
| | | | | Teacher Only | 9781531129842 9781531149628 | 188 | Connections Teacher Wraparound Edition: ELL Support Speak and Listen | Connections Teacher Wraparound Edition page(s) 188 | | | |
| | | | | Teacher Only | 9781531129842 9781531149628 | 245 | Connections Teacher Wraparound Edition: ELL Support Speak and Listen | Connections Teacher Wraparound Edition page(s) 245 | | | |
| | | | | Teacher Only | | | | | | | |
| <p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p> | <p>(G) express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics</p> | | <p>T: K-12</p> | Student/Teacher | 9781531135096 9781531149536 | 538 | Connections Writing & Language Student Edition: Collaboration Table Verbal Cues | Connections Writing & Language Student Edition page(s) 538 | | | |
| | | | | Student/Teacher | 9781531135096 9781531149536 | 527 | Connections Writing & Language Student Edition: Fishbowl Activity | Connections Writing & Language Student Edition page(s) 527 | | | |
| | | | | Teacher Only | 9781531129842 9781531149628 | 11 | Connections ELL Teacher Resource: Think Pair Share | Connections ELL Teacher Resource page(s) 11 | | | |
| | | | | Teacher Only | 9781531129842 9781531149628 | 188 | Connections Teacher Wraparound Edition: ELL Support Speak and Listen | Connections Teacher Wraparound Edition page(s) 188 | | | |
| | | | | Teacher Only | | | | | | | |
| | | | | Teacher Only | | | | | | | |
| <p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p> | <p>(G) express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics</p> | | <p>T: K-12</p> | Student/Teacher | 9781531129804 9781531149611 | 40 | Connections ELA Student Book: Fishbowl Discussion | Connections ELA Student Book page(s) 40 | | | |
| | | | | Student/Teacher | 9781531135096 9781531149536 | 528 | Connections Writing & Language Student Edition: Writing and Giving an Effective Speech | Connections Writing & Language Student Edition page(s) 528 | | | |
| | | | | Teacher Only | 9781531129842 9781531149628 | 40 | Connections Teacher Wraparound Edition: ELL Support Project Based Assessment Fishbowl Discussion | Connections Teacher Wraparound Edition page(s) 40 | | | |
| | | | | Teacher Only | 9781531129842 9781531149628 | 300 | Connections Teacher Wraparound Edition: ELL Support Project Based Assessment Roundtable Discussion | Connections Teacher Wraparound Edition page(s) 300 | | | |
| | | | | Teacher Only | | | | | | | |
| | | | | Teacher Only | | | | | | | |
| <p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p> | <p>(G) express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics</p> | | | NA | NA | NA | NA | NA | | | |
| | | | | NA | NA | NA | NA | NA | NA | NA | |
| | | | | NA | NA | NA | NA | NA | NA | NA | NA |
| | | | | NA | NA | NA | NA | NA | NA | NA | NA |
| | | | | NA | NA | NA | NA | NA | NA | NA | NA |
| | | | | NA | NA | NA | NA | NA | NA | NA | NA |
| <p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p> | <p>(H) narrate, describe, and explain with increasing specificity and detail as more English is acquired</p> | | | NA | NA | NA | NA | NA | | | |
| | | | | NA | NA | NA | NA | NA | NA | NA | |
| | | | | NA | NA | NA | NA | NA | NA | NA | NA |
| | | | | NA | NA | NA | NA | NA | NA | NA | NA |
| | | | | NA | NA | NA | NA | NA | NA | NA | NA |
| | | | | NA | NA | NA | NA | NA | NA | NA | NA |
| <p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p> | <p>(H) narrate, describe, and explain with increasing specificity and detail as more English is acquired</p> | | | NA | NA | NA | NA | NA | | | |
| | | | | NA | NA | NA | NA | NA | NA | NA | |
| | | | | NA | NA | NA | NA | NA | NA | NA | NA |
| | | | | NA | NA | NA | NA | NA | NA | NA | NA |
| | | | | NA | NA | NA | NA | NA | NA | NA | NA |
| | | | | NA | NA | NA | NA | NA | NA | NA | NA |
| <p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p> | <p>(H) narrate, describe, and explain with increasing specificity and detail as more English is acquired</p> | | <p>T: K-12 S: 6-12</p> | Student/Teacher | 9781531135096 9781531149536 | 524 | Connections Writing & Language Student Edition: Try It Out Giving and Following Complex Directions | Connections Writing & Language Student Edition page(s) 524 | | | |
| | | | | Student/Teacher | 9781531135096 9781531149536 | 524 | Connections Writing & Language Student Edition: Try It Out Giving and Following Complex Directions | Connections Writing & Language Student Edition page(s) 524 | | | |
| | | | | Student/Teacher | 9781531129842 9781531149628 | 14 | Connections ELL Resource General Expressions for the Classroom | Connections ELL Resource General Expressions for the Classroom page(s) 14 | | | |
| | | | | Teacher Only | 9781531129842 9781531149628 | 188 | Connections Teacher Wraparound Edition: ELL Support Speak and Listen | Connections Teacher Wraparound Edition page(s) 188 | | | |
| | | | | Teacher Only | 9781531129842 9781531149628 | 245 | Connections Teacher Wraparound Edition: ELL Support Speak and Listen | Connections Teacher Wraparound Edition page(s) 245 | | | |
| | | | | 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 |
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| | | | | Student/Teacher | 9781531135096 | 528 | Connections Writing & Language Student Edition: Writing and Giving an Effective Speech | Connections Writing & Language Student Edition page(s) 528 |
| | | | | Student/Teacher | 9781531149536 | 14 | Connections ELL Resource General Expressions for the Classroom | Connections ELL Resource General Expressions for the Classroom page(s) 14 |
| | | | | Student/Teacher | 9781531129842 | | | |
| | | | | Teacher Only | 9781531149628 | 245 | Connections Teacher Wraparound Edition: ELL Support Speak and Listen | Connections Teacher Wraparound Edition page(s) 245 |
| | | | | Teacher Only | 9781531129842 | 274 | Connections Teacher Wraparound Edition: ELL Support Speak and Listen | Connections Teacher Wraparound Edition page(s) 274 |
| | | | | Teacher Only | 9781531149628 | | | |
| | | | | 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: | (f) adapt spoken language appropriately for formal and informal purposes | (f) 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: | (f) adapt spoken language appropriately for formal and informal purposes | (f) 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 | (j) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept attainment | NA | NA | NA | NA | NA | NA |
| (3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to: | (j) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment | (j) 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 | (f) 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 | (f) 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 | (f) 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 | (f) 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 | Connections Writing & Language Student Edition page(s) 39 |
| | | | | Student/Teacher | 9781531135096 | 47 | Connections Writing & Language Student Edition: Spelling Commonly Confused Words | Connections Writing & Language Student Edition page(s) 47 |
| | | | | Student/Teacher | 9781531149536 | | | |
| | | | | Student/Teacher | | | | |

| Knowledge and Skills Statement | Student Expectation | Breakout | Required Grade Level | Item Type | Component ISBN | Page (s) | Description of the specific location | Hyperlink to the location for electronic programs |
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| | | | | Teacher Only | 9781531129842 9781531149628 | 21 | Connections ELL Teacher Resource: Dictionaries | Connections ELL Teacher Resource, page(s) 21 |
| | | | | Teacher Only | 9781531129842 9781531149628 | 22 | Connections ELL Teacher Resource: Teach Academic Vocabulary Found on Tests | Connections ELL Teacher Resource, page(s) 22 |
| | | | | Teacher Only | | | | |
| | (4) Cross-curricular second language acquisition/reading. The ELL 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) derive meaning of environmental print | T: K-12 S: 6-12 | Student/Teacher | 9781531129804 9781531149611 | 83 | Connections ELA Student Edition: On Your Own: Integrating Ideas | Connections ELA Student Edition page(s) 83 |
| | | | | Student/Teacher | 9781531129842 9781531149628 | 17 | Connections ELL Teacher Resource: Teaching Close reading Advertisement Activity Handout | Connections ELL Teacher Resource, page(s) 17 |
| | | | | Student/Teacher | | | | |
| | | | | Teacher Only | 9781531129804 9781531149611 | 87 | Connections ELA Student Edition: ELL Support Making Connections ELA | Connections ELA Student Edition page(s) 87 |
| | | | | Teacher Only | 9781531129842 9781531149628 | 83 | Connections Wraparound Teacher's Edition: On Your Own: Integrating Ideas | Connections Wraparound Teacher's Edition, page(s) 83 |
| | | | | Teacher Only | 9781531129842 9781531149628 | 22 | Connections ELL Teacher Resource: Teach Academic Vocabulary Found on Tests | Connections ELL Teacher Resource, page(s) 22 |
| | | | | Teacher Only | | | | |
| | (4) Cross-curricular second language acquisition/reading. The ELL 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: | (iii) comprehend English vocabulary used routinely in written classroom materials | T: K-12 S: 6-12 | Student/Teacher | 9781531135096 9781531149536 | 39 | Connections Writing & Language Student Edition: Conjunctions for Subordinating | Connections Writing & Language Student Edition page(s) 39 |
| | | | | Student/Teacher | 9781531129842 9781531149628 | 47 | Connections ELL Teacher Resource: General Expressions for the Classroom Handout | Connections ELL Teacher Resource, page(s) 47 |
| | | | | Student/Teacher | | | | |
| | | | | Teacher Only | 9781531129842 9781531149628 | 21 | Connections ELL Teacher Resource: Dictionaries | Connections ELL Teacher Resource, page(s) 21 |
| | | | | Teacher Only | 9781531129842 9781531149628 | 18 | Connections ELL Teacher Resource: Teaching Vocabulary Bullet Point 5 | Connections ELL Teacher Resource, page(s) 18 |
| | | | | 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: | (iv) comprehend English language structures used routinely in written classroom materials | T: K-12 S: 6-12 | Student/Teacher | 9781531129842 9781531149628 | 216 | Connections ELL Teacher Resource: General Expressions for the Classroom Handout | Connections ELL Teacher Resource, page(s) 216 |
| | | | | Student/Teacher | 9781531135096 9781531149536 | 252 | Connections Writing & Language Student Edition: The Parts of Speech QuickGuide | Connections Writing & Language Student Edition page(s) 252 |
| | | | | Student/Teacher | | | | |
| | | | | Teacher Only | 9781531129842 9781531149628 | 18 | Connections ELL Teacher Resource: Teaching Vocabulary Bullet Point 4 | Connections ELL Teacher Resource, page(s) 18 |
| | | | | Teacher Only | 9781531129842 9781531149628 | 18 | Connections ELL Teacher Resource: Teaching Vocabulary Bullet Point 6 | Connections ELL Teacher Resource, page(s) 18 |
| | | | | 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: | (i) use prereading supports to enhance comprehension of written text | T: K-12 S: 6-12 | Student/Teacher | 9781531135096 9781531149536 | 477 | Connections Writing & Language Student Edition: Setting a Purpose for Reading | Connections Writing & Language Student Edition page(s) 477 |
| | | | | Student/Teacher | 9781531135096 9781531149536 | 478 | Connections Writing & Language Student Edition: The SQ3R Study Strategy | Connections Writing & Language Student Edition page(s) 478 |
| | | | | Student/Teacher | | | | |
| | | | | Teacher Only | 9781531129842 9781531149628 | 20 | Connections ELL Teacher Resource: Preview the Text | Connections ELL Teacher Resource, page(s) 20 |
| | | | | Teacher Only | 9781531129842 9781531149628 | 121 | Connections Teacher Wraparound Edition: Preview Concepts | Connections Teacher Wraparound Edition, page(s) 121 |
| | | | | 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: | (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 | Connections Writing & Language Student Edition page(s) 484 |
| | | | | Student/Teacher | 9781531129804 9781531149611 | 246 | Connections ELA Student Edition: Objective | Connections ELA Student Edition page(s) 246 |
| | | | | Student/Teacher | | | | |

| Knowledge and Skills Statement | Student Expectation | Breakout | Required Grade Level | Item Type | Component ISBN | Page (s) | Description of the specific location | Hyperlink to the location for electronic programs |
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| | | | | Teacher Only | 9781531129842 9781531149628 | 20 | Connections ELL Teacher Resource: Questioning | Connections ELL Teacher Resource, page(s) 20 |
| | | | | Teacher Only | 9781531129842 9781531149628 | 122 | Connections Teacher Wraparound Edition: ELL Support First Read | Connections Teacher Wraparound Edition, page(s) 122 |
| | | | | Teacher Only | | | | |
| | | | | Teacher Only | | | | |
| (4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing 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 | 9781531129804 9781531149611 | 213 | Connections ELA Student Book: Compare Literary Styles | Connections ELA Student Book page(s) 213 |
| | | | | Student/Teacher | 9781531129804 9781531149611 | 190 | Connections ELA Student Book: Multimodal and Digital Texts | Connections ELA Student Book page(s) 190 |
| | | | | Student/Teacher | | | | |
| | | | | Teacher Only | 9781531129842 9781531149628 | 21 | Connections ELL Teacher Resource: Annotate | Connections ELL Teacher Resource, page(s) 21 |
| | | | | Teacher Only | 9781531129842 9781531149628 | 128 | Connections Teacher Wraparound Edition: ELL Support Focus on Textual Evidence | Connections Teacher Wraparound Edition, page(s) 128 |
| | | | | Teacher Only | | | | |
| (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 | 9781531129804 9781531149611 | 247 | Connections ELA Student Book: Language: Allegory | Connections ELA Student Book page(s) 247 |
| | | | | Student/Teacher | 9781531129804 9781531149611 | 190 | Connections ELA Student Book: Multimodal and Digital Texts | Connections ELA Student Book page(s) 190 |
| | | | | Student/Teacher | | | | |
| | | | | Teacher Only | 9781531129842 9781531149628 | 21 | Connections ELL Teacher Resource: Annotate | Connections ELL Teacher Resource, page(s) 21 |
| | | | | Teacher Only | 9781531129842 9781531149628 | 128 | Connections Teacher Wraparound Edition: ELL Support Focus on Textual Evidence | Connections Teacher Wraparound Edition, page(s) 128 |
| | | | | Teacher Only | | | | |
| (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 | (iii) use visual and contextual support to develop vocabulary needed to comprehend increasingly challenging language | T: K-12 S: 6-12 | Student/Teacher | 9781531129804 9781531149611 | 322 | Connections ELA Student Edition: The Supreme Court Picture | Connections ELA Student Edition page(s) 322 |
| | | | | Student/Teacher | 9781531135096 9781531149536 | 505 | Connections Writing & Language Student Edition: Context Clues Chart | Connections Writing & Language Student Edition page(s) 505 |
| | | | | Student/Teacher | | | | |
| | | | | Teacher Only | 9781531129842 9781531149628 | 21 | Connections ELL Teacher Resource: Annotate | Connections ELL Teacher Resource, page(s) 21 |
| | | | | Teacher Only | 9781531129842 9781531149628 | 128 | Connections Teacher Wraparound Edition: ELL Support Focus on Textual Evidence | Connections Teacher Wraparound Edition, page(s) 128 |
| | | | | Teacher Only | | | | |
| (4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to: | (F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language | (iv) use visual and contextual support to develop grasp of language structures needed to comprehend increasingly challenging language | NA | NA | NA | NA | NA | NA |
| | | | | Student/Teacher | 9781531135096 9781531149536 | 507 | Connections Writing & Language Student Edition: Root Words Prefixes and Suffixes | Connections Writing & Language Student Edition page(s) 507 |
| | | | | Student/Teacher | 9781531129804 9781531149611 | 45 | Connections ELA Student Edition: Preview Concepts Photo | Connections ELA Student Edition page(s) 45 |
| | | | | Student/Teacher | | | | |
| | | | | Teacher Only | 9781531129842 9781531149628 | 20 | Connections ELL Teacher Resource: Questioning | Connections ELL Teacher Resource, page(s) 20 |
| | | | | Teacher Only | 9781531129842 9781531149628 | 21 | Connections ELL Teacher Resource: Quick Draw Visualization | Connections ELL Teacher Resource, page(s) 21 |
| | | | | 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 |
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| <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>9781531129804 9781531149611</p> | <p>292</p> | <p>Connections ELA Student Edition: Second Read Purpose and Rhetoric Objective</p> | <p>Connections ELA Student Edition page(s) 292</p> |
| | | | | | <p>9781531129804 9781531149611</p> | <p>292</p> | <p>Connections ELA Student Edition: Second Read SOAPStone</p> | <p>Connections ELA Student Edition page(s) 292</p> |
| | | | | | <p>9781531129842 9781531149628</p> | <p>130</p> | <p>Connections Teacher Wraparound Edition: ELL Support Focus on Evaluating the Effect of Rhetoric</p> | <p>Connections Teacher Wraparound Edition page(s) 130</p> |
| | | | | | <p>9781531129842 9781531149628</p> | <p>11</p> | <p>Connections ELL Teacher Resource: Jigsaw Technique</p> | <p>Connections ELL Teacher Resource page(s) 11</p> |
| | | | | | <p>9781531129842 9781531149628</p> | <p>11</p> | <p>Connections ELL Teacher Resource: Jigsaw Technique</p> | <p>Connections ELL Teacher Resource page(s) 11</p> |
| <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> | <p>Student/Teacher</p> | <p>9781531129804 9781531149611</p> | <p>244</p> | <p>Connections ELA Student Edition: Second Read: Identifying Conflict Objective</p> | <p>Connections ELA Student Edition page(s) 244</p> |
| | | | | | <p>9781531129804 9781531149611</p> | <p>292</p> | <p>Connections ELA Student Edition: Second Read SOAPStone</p> | <p>Connections ELA Student Edition page(s) 292</p> |
| | | | | | <p>9781531129842 9781531149628</p> | <p>130</p> | <p>Connections Teacher Wraparound Edition: ELL Support Focus on Evaluating the Effect of Rhetoric</p> | <p>Connections Teacher Wraparound Edition page(s) 130</p> |
| | | | | | <p>9781531129842 9781531149628</p> | <p>11</p> | <p>Connections ELL Teacher Resource: Jigsaw Technique</p> | <p>Connections ELL Teacher Resource page(s) 11</p> |
| | | | | | <p>9781531129842 9781531149628</p> | <p>11</p> | <p>Connections ELL Teacher Resource: Jigsaw Technique</p> | <p>Connections ELL Teacher Resource page(s) 11</p> |
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| | | | | | <p>9781531129804 9781531149611</p> | <p>312</p> | <p>Connections ELA Student Edition: Focus on Understanding Terms</p> | <p>Connections ELA Student Edition page(s) 312</p> |
| | | | | | <p>9781531129842 9781531149628</p> | <p>130</p> | <p>Connections Teacher Wraparound Edition: ELL Support Focus on Evaluating the Effect of Rhetoric</p> | <p>Connections Teacher Wraparound Edition page(s) 130</p> |
| | | | | | <p>9781531129842 9781531149628</p> | <p>11</p> | <p>Connections ELL Teacher Resource: Jigsaw Technique</p> | <p>Connections ELL Teacher Resource page(s) 11</p> |
| | | | | | <p>9781531129842 9781531149628</p> | <p>11</p> | <p>Connections ELL Teacher Resource: Jigsaw Technique</p> | <p>Connections ELL Teacher Resource page(s) 11</p> |
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| | | | | | <p>9781531129804 9781531149611</p> | <p>175</p> | <p>Connections ELA Student Edition: Language Hyperbole</p> | <p>Connections ELA Student Edition page(s) 175</p> |
| | | | | | <p>9781531129842 9781531149628</p> | <p>11</p> | <p>Connections ELL Teacher Resource: Jigsaw Technique</p> | <p>Connections ELL Teacher Resource page(s) 11</p> |
| | | | | | <p>9781531129842 9781531149628</p> | <p>131</p> | <p>Connections Teacher Wraparound Edition: ELL Support Speak and Listen</p> | <p>Connections Teacher Wraparound Edition page(s) 131</p> |
| | | | | | <p>9781531129842 9781531149628</p> | <p>131</p> | <p>Connections ELL Teacher Resource: Jigsaw Technique</p> | <p>Connections ELL Teacher Resource page(s) 11</p> |
| <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 background knowledge needed to comprehend increasingly challenging language</p> | <p>T: K-12 S: 6-12</p> | <p>Student/Teacher</p> | <p>9781531129804 9781531149611</p> | <p>80</p> | <p>Connections ELA Student Edition: Language Syntax</p> | <p>Connections ELA Student Edition page(s) 80</p> |
| | | | | | <p>9781531129804 9781531149611</p> | <p>155</p> | <p>Connections ELA Student Edition: Language Allusion</p> | <p>Connections ELA Student Edition page(s) 155</p> |
| | | | | | <p>9781531129842 9781531149628</p> | <p>131</p> | <p>Connections Teacher Wraparound Edition: ELL Support Language Diction and Audience</p> | <p>Connections Teacher Wraparound Edition page(s) 131</p> |
| | | | | | <p>9781531129842 9781531149628</p> | <p>136</p> | <p>Connections Teacher Wraparound Edition: ELL Support On Your Own Interactive Ideas</p> | <p>Connections Teacher Wraparound Edition page(s) 136</p> |
| | | | | | <p>9781531129842 9781531149628</p> | <p>136</p> | <p>Connections Teacher Wraparound Edition: ELL Support On Your Own Interactive Ideas</p> | <p>Connections Teacher Wraparound Edition page(s) 136</p> |

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| (4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to: | (G) demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs. | (i) demonstrate comprehension of increasingly complex English by participating in shared reading commensurate with content area and grade level needs. | NA | NA | NA | NA | NA | NA |
| (4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to: | (G) demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs. | (ii) demonstrate comprehension of increasingly complex English by retelling or summarizing material commensurate with content area and grade level needs. | T: K-12 S: 6-12 | Student/Teacher | 9781531135096 9781531149536 | 498 | Connections Writing & Language Student Edition: Summarizing | Connections Writing & Language Student Edition page(s) 498 |
| | | | | Student/Teacher | 9781531129804 9781531149611 | 244 | Connections ELA Student Edition: Second Read Identify Conflict Objective | Connections ELA Student Edition page(s) 244 |
| | | | | Student/Teacher | | | | |
| | | | | Teacher Only | 9781531129842 9781531149628 | 20 | Connections ELL Teacher Resource: Break Apart the Text | Connections ELL Teacher Resource page(s) 20 |
| | | | | Teacher Only | 9781531129842 9781531149628 | 21 | Connections ELL Teacher Resource: Retell Summarize | Connections ELL Teacher Resource page(s) 21 |
| | | | | Teacher Only | | | | |
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| | | | | Student/Teacher | 9781531129804 9781531149611 | 313 | Connections ELA Student Book: Structure of a Court Ruling | Connections ELA Student Book page(s) 313 |
| | | | | Student/Teacher | | | | |
| | | | | Teacher Only | 9781531129842 9781531149628 | 20 | Connections ELL Teacher Resource: Questioning | Connections ELL Teacher Resource page(s) 20 |
| | | | | Teacher Only | 9781531129842 9781531149628 | 188 | Connections Wraparound Teacher's Edition: ELL Support: Speak and Listen | Connections Wraparound Teacher's Edition page(s) 188 |
| | | | | 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 | 9781531129804 9781531149611 | 324 | Connections ELA Student Edition: Writing an Argument Analysis Second paragraph | Connections ELA Student Edition page(s) 324 |
| | | | | Student/Teacher | 9781531129842 9781531149628 | 55 | Connections ELL Teacher Resource: Graphic Organizers Taking Notes | Connections ELL Teacher Resource page(s) 55 |
| | | | | Student/Teacher | | | | |
| | | | | Teacher Only | 9781531129842 9781531149628 | 21 | Connections ELL Teacher Resource: Annotate | Connections ELL Teacher Resource page(s) 21 |
| | | | | Teacher Only | 9781531129842 9781531149628 | 141 | Connections Teacher Wraparound Edition: ELL Support Recognizing Characterization and Conflict | Connections Teacher Wraparound Edition page(s) 141 |
| | | | | 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 |

| Knowledge and Skills Statement | Student Expectation | Breakout | Required Grade Level | Item Type | Component ISBN | Page (s) | Description of the specific location | Hyperlink to the location for electronic programs |
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| (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) 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 | (f) 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: | (f) demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text and distinguishing main ideas from details commensurate with content area needs | (f) 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 | (j) demonstrate English comprehension and expand reading skills by employing inferential 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: | (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 | (k) 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 | (l) learn relationships between sounds and letters of the English language to represent sounds when writing in English | T: K-12 S: 6-12 | Student/Teacher | 9781531135096 9781531149536 | 512 | Connections Writing & Language Student Edition: Partial Pronunciation Key | Connections Writing & Language Student Edition page(s) 512 |
| | | | | Student/Teacher | 9781531135096 9781531149536 | 467 | Connections Writing & Language Student Edition: Words Ending in seds, ced, and cede | Connections Writing & Language Student Edition page(s) 467 |
| | | | | Student/Teacher | | | | |
| | | | | Teacher Only | 9781531129842 9781531149628 | 21 | Connections ELL Teacher Resource: Dictionaries | Connections ELL Teacher Resource page(s) 21 |
| | | | | Teacher Only | 9781531129842 9781531149628 | 20 | Connections ELL Teacher Resource: Listen to Passages in Connections | Connections ELL Teacher Resource page(s) 20 |
| | | | | Teacher Only | | | | |
| (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 | 9781531129842 9781531149628 | 50 | Connections ELL Teacher Resources: Graphic Organizers Frayer Model | Connections ELL Teacher Resources page(s) 50 |
| | | | | Student/Teacher | 9781531129804 9781531149611 | 370 | Connections ELA Student Edition: Language Word Patterns | Connections ELA Student Edition page(s) 370 |
| | | | | Student/Teacher | | | | |
| | | | | Teacher Only | 9781531129842 9781531149628 | 19 | Connections ELL Teacher Resource: Vocabulary Flashcards | Connections ELL Teacher Resource page(s) 19 |
| | | | | Teacher Only | 9781531129842 9781531149628 | 149 | Connections Teacher Wraparound Edition: ELL Support Write | Connections Teacher Wraparound Edition page(s) 149 |
| | | | | Teacher Only | | | | |
| (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 content-based grade-level vocabulary | T: K-12 S: 6-12 | Student/Teacher | 9781531129804 9781531149611 | 54 | Connections ELA Student Edition: Write | Connections ELA Student Edition page(s) 54 |
| | | | | Student/Teacher | 9781531129842 9781531149628 | 48 | Connections ELL Teacher Resources: Grade 12 Unit 3 Activities Chapter 11 and 14 | Connections ELL Teacher Resources page(s) 48 |
| | | | | Student/Teacher | | | | |
| | | | | Student/Teacher | | | | |

| Knowledge and Skills Statement | Student Expectation | Breakout | Required Grade Level | Item Type | Component ISBN | Page (s) | Description of the specific location | Hyperlink to the location for electronic programs |
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| | | | | Teacher Only | 9781531129842 9781531149628 | 149 | Connections Teacher Wraparound Edition: ELL Support Write | Connections Teacher Wraparound Edition, page(s) 149 |
| | | | | Teacher Only | 9781531129842 9781531149628 | 174 | Connections Teacher Wraparound Edition: ELL Support Write | Connections Teacher Wraparound Edition, page(s) 174 |
| | | | | Teacher Only | | | | |
| | | | | Teacher Only | | | | |
| (5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to: | (C) spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired | (i) spell familiar English words with increasing accuracy | T: K-12 S: 6-12 | Student/Teacher | 9781531135096 9781531149536 | 467 | Connections Writing & Language Student Edition: Spelling Patterns | Connections Writing & Language Student Edition page(s) 467 |
| | | | | Student/Teacher | 9781531135096 9781531149536 | 332 | Connections Writing & Language Student Edition: first paragraph | Connections Writing & Language Student Edition page(s) 332 |
| | | | | Student/Teacher | | | | |
| | | | | Teacher Only | 9781531129842 9781531149628 | 19 | Connections ELL Teacher Resource: Vocabulary Flashcards | Connections ELL Teacher Resource, page(s) 19 |
| | | | | Teacher Only | 9781531129842 9781531149628 | 18 | Connections ELL Teacher Resource: Vocabulary Memory | Connections ELL Teacher Resource, page(s) 18 |
| | | | | Teacher Only | | | | |
| | | | | Teacher Only | | | | |
| (5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to: | (C) spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired | (ii) employ English spelling pattern with increasing accuracy as more English is acquired | T: K-12 S: 6-12 | Student/Teacher | 9781531135096 9781531149536 | 467 | Connections Writing & Language Student Edition: Spelling Patterns | Connections Writing & Language Student Edition page(s) 467 |
| | | | | Student/Teacher | 9781531135096 9781531149536 | 332 | Connections Writing & Language Student Edition: first paragraph | Connections Writing & Language Student Edition page(s) 332 |
| | | | | Student/Teacher | | | | |
| | | | | Teacher Only | 9781531129842 9781531149628 | 19 | Connections ELL Teacher Resource: Vocabulary Flashcards | Connections ELL Teacher Resource, page(s) 19 |
| | | | | Teacher Only | 9781531129842 9781531149628 | 18 | Connections ELL Teacher Resource: Vocabulary Memory | Connections ELL Teacher Resource, page(s) 18 |
| | | | | Teacher Only | | | | |
| | | | | Teacher Only | | | | |
| (5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to: | (C) spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired | (iii) employ English spelling rules with increasing accuracy as more English is acquired | T: K-12 S: 6-12 | Student/Teacher | 9781531135096 9781531149536 | 467 | Connections Writing & Language Student Edition: Spelling Patterns | Connections Writing & Language Student Edition page(s) 467 |
| | | | | Student/Teacher | 9781531135096 9781531149536 | 332 | Connections Writing & Language Student Edition: first paragraph | Connections Writing & Language Student Edition page(s) 332 |
| | | | | Student/Teacher | | | | |
| | | | | Teacher Only | 9781531129842 9781531149628 | 19 | Connections ELL Teacher Resource: Vocabulary Flashcards | Connections ELL Teacher Resource, page(s) 19 |
| | | | | Teacher Only | 9781531129842 9781531149628 | 18 | Connections ELL Teacher Resource: Vocabulary Memory | Connections ELL Teacher Resource, page(s) 18 |
| | | | | Teacher Only | | | | |
| | | | | 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: | (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 | (i) 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 | T: K-12 S: 6-12 | Student/Teacher | 9781531135096 9781531149536 | 43 | Connections Writing & Language Student Edition: Subject-Verb Agreement | Connections Writing & Language Student Edition page(s) 43 |
| | | | | Student/Teacher | 9781531129842 9781531149628 | 72 | Connections ELL Teacher Resource: Proofreading Checklist | Connections ELL Teacher Resource, page(s) 72 |
| | | | | Student/Teacher | | | | |
| | | | | Teacher Only | 9781531129842 9781531149628 | 106 | Connections Teacher Wraparound Edition: ELL Support Prepare to Write | Connections Teacher Wraparound Edition, page(s) 106 |
| | | | | Teacher Only | 9781531129842 9781531149628 | 111 | Connections Teacher Wraparound Edition: ELL Support Self Review | Connections Teacher Wraparound Edition, page(s) 111 |
| | | | | Teacher Only | | | | |
| | | | | Teacher Only | | | | |
| (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: | (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 | (ii) edit writing for standard grammar and usage, including pronoun agreement, commensurate with grade-level expectations as more English is acquired | T: K-12 S: 6-12 | Student/Teacher | 9781531135096 9781531149536 | 45 | Connections Writing & Language Student Edition: Pronoun-Antecedent Agreement | Connections Writing & Language Student Edition page(s) 45 |
| | | | | Student/Teacher | 9781531129842 9781531149628 | 72 | Connections ELL Teacher Resource: Proofreading Checklist | Connections ELL Teacher Resource, page(s) 72 |
| | | | | Student/Teacher | | | | |
| | | | | Teacher Only | 9781531129842 9781531149628 | 106 | Connections Teacher Wraparound Edition: ELL Support Prepare to Write | Connections Teacher Wraparound Edition, page(s) 106 |

| Knowledge and Skills Statement | Student Expectation | Breakout | Required Grade Level | Item Type | Component ISBN | Page (s) | Description of the specific location | Hyperlink to the location for electronic programs |
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| | | | | Teacher Only | 9781531129842 9781531149628 | 111 | Connections Teacher Wraparound Edition: ELL Support Self Review | Connections Teacher Wraparound Edition, page(s) 111 |
| | | | | 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: | (D) edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired | (iii) edit writing for standard grammar and usage, including appropriate verb tenses, commensurate with grade-level expectations as more English is acquired | T: K-12 S: 6-12 | Student/Teacher | 9781531135096 9781531149536 | 339 | Connections Writing & Language Student Edition: Verb Tense | Connections Writing & Language Student Edition page(s) 339 |
| | | | | Student/Teacher | 9781531129842 9781531149628 | 72 | Connections ELL Teacher Resource: Proofreading Checklist | Connections ELL Teacher Resource, page(s) 72 |
| | | | | Student/Teacher | 9781531135096 9781531149536 | 337 | Connections Writing & Language Student Edition: Six Problem Verbs | Connections Writing & Language Student Edition page(s) 337 |
| | | | | Student/Teacher | | | | |
| | | | | Teacher Only | 9781531129842 9781531149628 | 106 | Connections Teacher Wraparound Edition: ELL Support Prepare to Write | Connections Teacher Wraparound Edition, page(s) 106 |
| | | | | Teacher Only | 9781531129842 9781531149628 | 111 | Connections Teacher Wraparound Edition: ELL Support Self Review | Connections Teacher Wraparound Edition, page(s) 111 |
| | | | | Teacher Only | | | | |
| (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: | (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 | (i) employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations | T: K-12 S: 6-12 | Student/Teacher | 9781531135096 9781531149536 | 315 | Connections Writing & Language Student Edition: The Uses of Subordinate Clauses | Connections Writing & Language Student Edition page(s) 315 |
| | | | | Student/Teacher | 9781531135096 9781531149536 | 325 | Connections Writing & Language Student Edition: Complex Sentences | Connections Writing & Language Student Edition page(s) 325 |
| | | | | Student/Teacher | | | | |
| | | | | Teacher Only | 9781531129842 9781531149628 | 319 | Connections Teacher Wraparound Edition: ELL Support Language Active and Passive Voice | Connections Teacher Wraparound Edition, page(s) 319 |
| | | | | Teacher Only | 9781531129842 9781531149628 | 369 | Connections Teacher Wraparound Edition: Write | Connections Teacher Wraparound Edition, page(s) 369 |
| | | | | 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: | (F) write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired | (i) write using a variety of grade-appropriate sentence lengths in increasingly accurate ways as more English is acquired | T: K-12 S: 6-12 | Student/Teacher | 9781531135096 9781531149536 | 315 | Connections Writing & Language Student Edition: The Uses of Subordinate Clauses | Connections Writing & Language Student Edition page(s) 315 |
| | | | | Student/Teacher | 9781531135096 9781531149536 | 325 | Connections Writing & Language Student Edition: Complex Sentences | Connections Writing & Language Student Edition page(s) 325 |
| | | | | Student/Teacher | | | | |
| | | | | Teacher Only | 9781531129842 9781531149628 | 207 | Connections Teacher Wraparound Edition: ELL Support Write | Connections Teacher Wraparound Edition, page(s) 207 |
| | | | | Teacher Only | 9781531129842 9781531149628 | 369 | Connections Teacher Wraparound Edition: Write | Connections Teacher Wraparound Edition, page(s) 369 |
| | | | | 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: | (F) write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired | (ii) write using a variety of grade-appropriate sentence patterns in increasingly accurate ways as more English is acquired | T: K-12 S: 6-12 | Student/Teacher | 9781531135096 9781531149536 | 315 | Connections Writing & Language Student Edition: The Uses of Subordinate Clauses | Connections Writing & Language Student Edition page(s) 315 |
| | | | | Student/Teacher | 9781531135096 9781531149536 | 325 | Connections Writing & Language Student Edition: Complex Sentences | Connections Writing & Language Student Edition page(s) 325 |
| | | | | Student/Teacher | | | | |
| | | | | Teacher Only | 9781531129842 9781531149628 | 207 | Connections Teacher Wraparound Edition: ELL Support Write | Connections Teacher Wraparound Edition, page(s) 207 |
| | | | | Teacher Only | 9781531129842 9781531149628 | 369 | Connections Teacher Wraparound Edition: Write | Connections Teacher Wraparound Edition, page(s) 369 |
| | | | | 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: | (F) write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired | (iii) write using a variety of grade-appropriate connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired | T: K-12 S: 6-12 | Student/Teacher | 9781531135096 9781531149536 | 274 | Connections Writing & Language Student Edition: Conjunctions | Connections Writing & Language Student Edition page(s) 274 |
| | | | | Student/Teacher | 9781531135096 9781531149536 | 317 | Connections Writing & Language Student Edition: Subordinating Conjunctions | Connections Writing & Language Student Edition page(s) 317 |
| | | | | Student/Teacher | | | | |
| | | | | Teacher Only | 9781531129842 9781531149628 | 369 | Connections Wraparound Teacher's Edition: ELL Support: Write | Connections Wraparound Teacher's Edition, page(s) 369 |

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| | | | | Teacher Only | 9781531129842 9781531149628 | 110 | Connections Wraparound Teacher's Edition: ELL Support: First Draft | Connections Wraparound Teacher's Edition page(s) 110 |
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| (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: | (G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired | (i) narrate with increasing specificity and detail to fulfill content area writing needs as more English is acquired | T: K-12 S: 6-12 | Student/Teacher | 9781531129804 9781531149611 | 249 | Connections ELA Student Edition: Comic Strip Creation | Connections ELA Student Edition page(s) 249 |
| | | | | Student/Teacher | 9781531135096 9781531149536 | 129 | Connections Writing & Language Student Edition: Writing a Personal Narrative | Connections Writing & Language Student Edition page(s) 129 |
| | | | | Student/Teacher | | | | |
| | | | | Teacher Only | 9781531129842 9781531149628 | 21 | Connections ELL Teacher Resource: Retell Summarize | Connections ELL Teacher Resource page(s) 21 |
| | | | | Teacher Only | 9781531129842 9781531149628 | 157 | Connections Teacher Wraparound Edition: ELL Support Gothic Short Story | Connections Teacher Wraparound Edition page(s) 157 |
| | | | | 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: | (G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired | (ii) describe with increasing specificity and detail to fulfill content area writing needs as more English is acquired | T: K-12 S: 6-12 | Student/Teacher | 9781531129842 9781531149628 | 192 | Connections ELL Teacher Resource: Narrative Writing Revision Checklist | Connections ELL Teacher Resource page(s) 192 |
| | | | | Student/Teacher | 9781531135096 9781531149536 | 192 | Connections Writing & Language Student Edition: Question 5 | Connections Writing & Language Student Edition page(s) 192 |
| | | | | Student/Teacher | | | | |
| | | | | Teacher Only | 9781531129842 9781531149628 | 250 | Connections Teacher Wraparound Edition: ELL Support Oh Your Own: Integrating Ideas | Connections Teacher Wraparound Edition page(s) 250 |
| | | | | Teacher Only | 9781531129842 9781531149628 | 438-439 | Connections Teacher Wraparound Edition: ELL Support Write | Connections Teacher Wraparound Edition page(s) 438-439 |
| | | | | 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: | (G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired | (iii) explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired | T: K-12 S: 6-12 | Student/Teacher | 9781531129804 9781531149611 | 222 | Connections ELA Student Edition: Writing a Definition Essay Writing Prompt | Connections ELA Student Edition page(s) 222 |
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