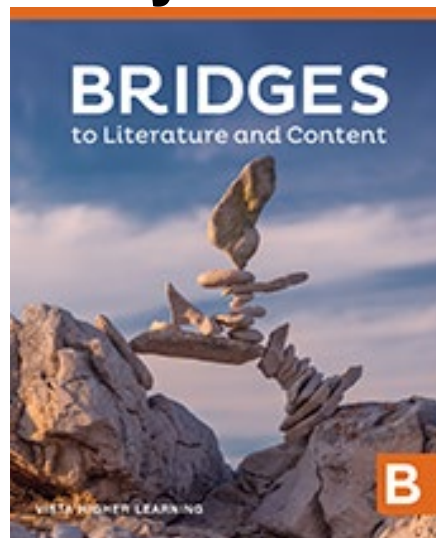




Correlation of Bridges to Literature and Content Level B by Vista



to
Texas English Language Proficiency Standards (ELPS)



Correlation of
Bridges to Literature and Content, Level B
by Vista
to
English Language Proficiency Standards (TEKS)
Grade 7
Correlated to Teacher’s Edition (TE) and Student Book (SB)
(Please note any references to Roman Numeral pages are found only in the TE)

| STRAND | STANDARD | PAGE REFERENCES |
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| 1 | Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: | |
| A | listen actively to interpret a message and ask clarifying questions that build on others' ideas; | TE/SB: 168, 236, 334, 360, 20-2164-65 |
| B | follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems; | TE/SB: 277, 65, 21, 237 |
| C | present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively; and | TE/SB: 104, 149, 163, 191, 274, 367, 106, 107, 150-151, 192, 193, 236, 237 |
| D | Engage in meaningful discourse and provide and accept constructive feedback from others. | TE/SB: 192, 193, 169, 170 |
| 2 | Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to: | |
| A | use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech; | TE/SB: 26, 49, 93, 113, 198 |
| B | use context such as contrast or cause and effect to clarify the meaning of words; and | TE/SB: 151, 397, 253, 254, 25, 303, 245, 399, 433, 26, 49, 93, 113, 198, 265 |
| C | determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as omni, log/logue, gen, vid/vis, phil, luc, and sens/sent. | TE/SB: 32, 325 |
| 3 | Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to adjust fluency when reading grade-level text based on the reading purpose. | |
| 4 | Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time. | |

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| 5 | Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: | |
| A | establish purpose for reading assigned and self-selected texts; | TE/SB: 4-7, 44-47, 73 |
| B | generate questions about text before, during, and after reading to deepen understanding and gain information; | TE/SB: 205, 294-296, 334-336 |
| C | make and correct or confirm predictions using text features, characteristics of genre, and structures; | TE/SB: 18-19, 62-63, 104, 105, 148, 149 |
| D | create mental images to deepen understanding | TE/SB: 302 |
| E | make connections to personal experiences, ideas in other texts, and society; | TE/SB: 38-40, 82-84, 420-422 |
| F | make inferences and use evidence to support understanding; | TE/SB: 126-128, 191, 235, 360, 8, 71, 93, 101, 126, 178 |
| G | evaluate details read to determine key ideas; | TE/SB: 190, 191, 234, 235 |
| H | synthesize information to create new understanding; and | TE/SB: 104, 149, 163, 367 |
| I | monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. | TE/SB: 151, 397, 253, 254, 25, 303, 245, 399, 433 |
| 6 | Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: | |
| A | describe personal connections to a variety of sources, including self-selected texts; | TE/SB: 125, 223, 283, 289, 367, 329, 359, 4-7, 44-47 |
| B | write responses that demonstrate understanding of texts, including comparing sources within and across genres; | TE/SB: 178, 388 |
| C | use text evidence to support an appropriate response; | TE/SB: 150, 151, 487, 26, 27, 71, 179, 342, 388 |
| D | paraphrase and summarize texts in ways that maintain meaning and logical order; | TE/SB: 26, 27, 252, 253, 263, 265, 233, 241, 253, 150, 159, 501 |
| E | interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; | TE/SB: 161, 235, 414, 184 |
| F | respond using newly acquired vocabulary as appropriate; | TE/SB: 119, 149, 163, 235, 274, 367 414, 120, 248, 32, 76, 372, 288, 328, 126, 246, 30, 74, 118, 286, 326, 160, 412, 204, 370 |
| G | discuss and write about the explicit or implicit meanings of text; | TE/SB: 8, 71, 93, 101, 126, 178, |

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| H | respond orally or in writing with appropriate register, vocabulary, tone, and voice; and | TE/SB: 414, 120, 248, 32, 76, 372, 288, 328, 126, 119, 149, 163, 235, 274, 367 |
| I | reflect on and adjust responses as new evidence is presented. | TE/SB: 126-128 |
| 7 | Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: | |
| A | infer multiple themes within and across texts using text evidence; | TE/SB: 8, 71, 93, 101, 126, 178, 9, 148, 161, 222, 264, 366 |
| B | analyze how characters' qualities influence events and resolution of the conflict; | TE/SB: 48, 112, 264, 274, 282 |
| C | analyze plot elements, including the use of foreshadowing and suspense, to advance the plot; and | TE/SB: 97, 99, 101, 103, 283 |
| D | analyze how the setting influences character and plot development. | TE/SB: 48, 112, 264, 274, 282 |
| 8 | Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: | |
| A | demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, myths, fantasy, and science fiction; | TE/SB: 26, 93, 113, 157, 398 |
| B | analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms; | TE/SB: 300, 304, 305, 127, 26, 213, |
| C | analyze how playwrights develop characters through dialogue and staging; | TE/SB: 290, 304, 318, 98, 99 |
| D | analyze characteristics and structural elements of informational text, including: | |
| i | identifying the claim; | TE/SB: 71, 179, 342, 388 |
| ii | explaining how the author uses various types of evidence and consideration of alternatives to support the argument; and | TE/SB: 191, 235, 360 |
| iii | identifying the intended audience or reader; and | TE/SB: 39, 82, 168, 255, 335 |
| F | analyze characteristics of multimodal and digital texts. | TE/SB: 386 |
| 9 | Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to: | |
| A | explain the author's purpose and message within a text; | TE/SB: 234, 367 |
| B | analyze how the use of text structure contributes to the author's purpose; | TE/SB: 120, 136, 162, 320, 234, 367 |

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| C | analyze the author's use of print and graphic features to achieve specific purposes; | TE/SB: 104, 105, 148, 149,190, 191, 234, 235 |
| D | describe how the author's use of figurative language such as metaphor and personification achieves specific purposes; | TE/SB: 9, 162, 204, 320, 367, 137, 157 |
| E | identify the use of literary devices, including subjective and objective point of view; | TE/SB: 26, 93, 113, 157, 398, 126-128 |
| F | analyze how the author's use of language contributes to mood, voice, and tone; and | TE/SB: 9, 162, 204, 320, 367 |
| G | explain the purpose of rhetorical devices such as direct address and rhetorical questions and logical fallacies such as loaded language and sweeping generalizations. | TE/SB: 378, 254-256 |
| 10 | Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: | |
| A | plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests; | TE/SB: 344, 314 |
| B | develop drafts into a focused, structured, and coherent piece of writing by: | |
| i | organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and | TE/SB: 120, 136, 162, 320 |
| ii | developing an engaging idea reflecting depth of thought with specific facts, details, and examples; | TE/SB: 104, 149, 163, 191, 274, 367 |
| C | revise drafts for clarity, development, organization, style, word choice, and sentence variety; | TE/SB: 38, 82, 126, 212, 254, 378 |
| D | edit drafts using standard English conventions , including: | |
| i | complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; | TE/SB: 116, 202 |
| ii | consistent, appropriate use of verb tenses; | TE/SB: 22, 24, 194, 152, 196, 399 |
| iii | conjunctive adverbs; | TE/SB: 108-111 |
| iv | prepositions and prepositional phrases and their influence on subject-verb agreement; | TE/SB: 110, |
| v | pronoun-antecedent agreement; | TE/SB: 278, 279, 259, 261 |
| vi | subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor ; | TE/SB: 116, 202, |
| vii | correct capitalization; | TE/SB: 158 |
| ix | correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too; and | TE/SB: 127, 285, 295 |
| 11 | Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to: | |
| A | compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft; | TE/SB: 48, 82-84, 26, 27, 156, 157, 302-304 |



Bridges to Literature and Content, Level B Correlations
Grade 7 to the Texas English Language Proficiency Standards (TEKS)

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| B | compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft; | TE/SB: 126-128 |
| C | compose multi-paragraph argumentative texts using genre characteristics and craft; and | TE/SB: 378- 380 |
| D | compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure. | TE/SB: 254- 256, 126, 378 |
| 12 | Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: | |
| A | generate student-selected and teacher-guided questions for formal and informal inquiry; | TE/SB: 255, 254, 136, 169-170 |
| B | develop and revise a plan; | TE/SB: 127 |
| C | refine the major research question, if necessary, guided by the answers to a secondary set of questions; | TE/SB: 205, 294-296, 334-336 |
| D | identify and gather relevant information from a variety of sources; | TE/SB: 168, 134, 294, 378, 334 |
| E | differentiate between primary and secondary sources; | TE/SB: 168, 205, 294, 334 |
| F | synthesize information from a variety of sources; | TE/SB: 205, 294-296, 334-336 |
| G | differentiate between paraphrasing and plagiarism when using source materials; | TE/SB: 168, 205, 294, 334 |
| H | examine sources for: | |
| | i reliability, credibility, and bias; and | TE/SB: 168, 205, 294, 334, 150, 151, 487, 26, 27 |
| | ii faulty reasoning such as hyperbole, emotional appeals, and stereotype; | TE/SB: 299H |
| I | display academic citations and use source materials ethically; and | TE/SB: 168, 205, 294, 334 |
| J | use an appropriate mode of delivery, whether written, oral, or multimodal, to present results. | TE/SB: 9, 157 |