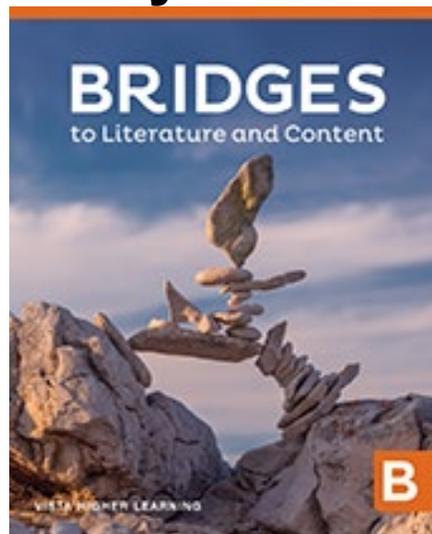




# Correlation of Bridges to Literature and Content Level B by Vista



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
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.	

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,

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

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	<b>edit drafts using standard English conventions</b> , 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



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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