



Vista Higher Learning
Get Ready! 9–12

correlated to the

TX English Language Development and Acquisition Standards (ELDA)

Standard	Descriptor	Citations
<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>		
(A)	distinguish and produce sounds and intonation patterns of English;	<p>TE: 16, 17, 24, 88, 89, 124, 125, 160, 161, 198, 199, 236, 237, 274, 275, 312, 313, 350, 351</p> <p>SB: 16, 17, 24, 88, 89, 124, 125, 160, 161</p> <p>Get Ready for English</p> <p>TE: 3, 4</p> <p>SB: 3, 4</p>
(B)	recognize print directionality of the English language such as reading left to right or top to bottom;	<p>TE: 204</p> <p>SB: 10, 204</p> <p>Get Ready for English</p> <p>TE: 3, 4</p> <p>SB: 3, 4</p>
(C)	develop knowledge of relationships between sounds and letters of the English language to represent sounds when writing in English;	<p>TE: 16, 17, 52, 53, 88, 89, 124, 125, 160, 161, 198, 199, 236, 237, 274, 275, 312, 313, 350, 351</p> <p>SB: 16, 17, 52, 53, 88, 89, 124, 125, 160, 161, 198, 199, 236, 237, 274, 275, 290, 312, 313, 350, 351</p>

		<p>Get Ready for English</p> <p>TE: 3, 4</p> <p>SB: 3, 4</p>
(D)	process and use basic academic English language interdisciplinary vocabulary;	<p>TE: 13, 26–28, 30, 32, 34–38, 42, 45, 51, 55, 62, 67, 70, 76, 78, 90–92, 94, 97, 101, 104, 106, 110, 114, 119, 123, 126, 133, 135, 138–143, 146, 148, 155, 158, 159, 162, 163, 166, 171–176, 178–182, 184, 185, 239–241, 246, 249, 250, 252, 253, 256–258, 272, 276, 279, 287–294, 296–299, 307, 314, 323–325, 327, 328, 330, 336, 338, 340, 352, 362, 363, 365–367, 370–372, 374, 378</p> <p>SB: 13, 19, 26, 30, 32, 34, 36, 38, 39, 42, 45–48, 51, 55, 63, 64, 66, 68–70, 74–77, 91, 92, 94, 98–100, 103, 104, 106, 110, 135, 138, 139, 141, 142, 144, 146, 149, 150, 173, 174, 177, 178, 180, 181, 184, 185, 187, 251, 253, 256, 258, 260, 261, 272, 279, 288, 289, 295–297, 302, 324, 326–330, 332, 336, 337, 340–342, 352, 362, 363, 365, 367, 370, 372, 374</p> <p>Get Ready for English</p> <p>TE: 2</p> <p>SB: 2</p>
(E)	understand the general meaning, main points, and important details of spoken language ranging from universally familiar to unfamiliar topics;	<p>TE: 7–10, 13, 18, 19, 24, 33, 35–38, 42, 43, 50, 79, 97, 102, 111, 118, 119, 122, 132, 140, 141, 158, 159, 167, 168, 170, 174, 175, 193, 195, 196, 208, 246, 268, 270, 293, 306, 310, 329, 344, 345, 348, 368, 373</p> <p>SB: 8–10, 13, 19, 24, 36–38, 42, 43, 50, 66, 97, 98, 102, 111, 118, 119, 122, 132, 141, 154, 158, 167, 168, 170, 171, 174, 177, 192, 196, 208, 211, 230, 270–271, 272, 284, 306, 310, 329, 344, 345, 348, 360</p> <p>Get Ready for English</p> <p>TE: 2</p>

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		SB: 2
(F)	identify people, places, objects, events, and basic concepts such as numbers, days of the week, food, occupations, clothing, colors, and time;	<p>TE: 7–11, 13, 34–36, 44, 45, 49, 51, 65, 79–81, 87, 102, 103, 105, 106, 115, 117, 118, 120, 122, 130, 132, 139–142, 144, 150–154, 166–168, 171, 172, 174, 190–192, 195, 196, 204, 205, 218–220, 222, 231, 266, 268, 290, 298, 299, 307, 310, 311, 338</p> <p>SB: 8–11, 13, 33–37, 44–51, 58, 63, 76–78, 81, 82, 85–87, 91, 98, 102, 103, 105, 106, 114, 115, 117, 118, 120, 122, 130, 131, 132, 138–144, 150, 151, 153, 154, 166–168, 170–172, 174, 186, 189, 190–192, 196, 204, 205, 214, 218–220, 227, 229–231, 233, 235, 241, 242, 264–267, 271, 290, 298, 299, 301, 302, 304–307, 310, 311, 328, 329, 338–340, 345, 349, 369</p> <p>Get Ready for English TE: 1, 2 SB: 2</p>
(G)	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;	<p>TE: 16, 17, 52, 53, 88, 89, 101, 111, 124, 125, 134, 145, 160, 161, 198, 199, 214, 223, 236, 237, 274, 275, 312, 313, 350, 351</p> <p>SB: 16, 17, 52, 53, 88, 89, 124, 125, 145, 160, 161, 198, 199, 236, 237, 264, 274, 275, 312, 313, 342, 350, 351</p> <p>Get Ready for English TE: 3, 4 SB: 3, 4</p>
(H)	identify and use words that name actions, directions, positions, sequences, and locations;	<p>TE: 15, 35, 37, 43–45, 48–50, 55, 60, 82, 102, 105, 106, 126, 127, 130, 133, 140, 141, 166, 234, 255, 268, 282, 300, 319, 338</p> <p>SB: 15, 18, 19, 35, 37, 43–50, 55, 58, 60, 76–78, 82, 102, 105, 106, 126, 127, 131–133, 136, 139, 140, 141, 150, 166, 229, 230, 234, 242, 264, 267, 272, 282, 287, 301, 302, 319, 338,</p>

		339, 360, 376 Get Ready for English TE: 2 SB: 2
(I)	develop basic sight vocabulary, derive meaning from environmental print, and comprehend English vocabulary and language structures used routinely;	TE: 8–10, 13, 24, 44, 46, 80, 86, 104, 153, 156, 167, 190, 205, 245, 270, 303, 304, 318, 320 SB: 8–10, 13, 18, 24, 44, 46, 55, 81, 86, 102, 104, 117, 121, 130, 146, 153, 167, 245, 271, 283, 306, 317, 318, 320, 345, 348, 356 Get Ready for English TE: 1, 2 SB: 2
(J)	use print or digital resources such as glossaries, English dictionaries, bilingual dictionaries, thesauri, and available technology to determine meanings and usage;	TE: 211, 276 The Student Book provides a glossary for the highlighted vocabulary words and phrases that are used throughout the units. Students are made aware of this resource early on in the text and are reminded of its use in the TE instructions when appropriate.
(K)	listen actively and ask relevant questions to clarify understanding; and	TE: 10, 15, 19, 24, 46, 61, 75, 84, 96, 133, 135, 156, 171, 190, 201, 222, 224, 226, 242, 244, 268, 288, 291, 296, 299, 308, 345–347, 360, 367, 376 SB: 10, 15, 24, 46, 65, 75, 81, 82, 84, 96, 100, 158, 171, 197, 201, 222, 223, 226, 244, 282, 296, 299, 305, 345, 360, 367, 371, 374 Get Ready for English TE: 2, 5 SB: 2, 5
(L)	share prior knowledge with peers and others to facilitate communication and foster respect for	TE: 7–9, 24, 30, 31, 40, 62, 67, 78, 80, 103, 130, 134, 146, 147, 150, 156, 159, 176, 189, 194, 200, 222, 224, 227, 232, 252,

	others.	<p>266, 287, 288, 290, 298, 299, 303, 331, 336, 362, 368, 373, 374</p> <p>SB: 8, 9, 13, 24, 31, 67, 74, 78, 80, 102, 103, 114, 137, 146, 147, 150, 176, 205, 222, 223, 227, 241, 252, 254, 260, 264, 272, 281, 282, 284, 286, 288–290, 299, 306, 320, 328, 330, 337, 342, 356, 363, 374</p> <p>Get Ready for English TE: 1, 2 SB: 2</p>
<p>(2) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. Students use metacognitive skills both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>		
(A)	summarize texts and retell in English or the native language (L1) as needed;	<p>TE: 11–14, 26, 27, 43, 47, 51, 71, 72, 97, 109, 120, 123, 127, 157, 158, 164, 201–203, 215, 226, 239, 253, 262, 269, 276, 297, 300, 316, 317, 322, 330, 349, 360, 361, 368, 369, 378</p> <p>SB: 11–14, 18, 25–27, 29–31, 36, 38, 43, 47, 71, 97, 109, 120, 123, 127, 164, 200, 202, 215, 226, 238, 239, 253, 263, 264, 269, 271, 301, 316, 317, 322, 340, 349, 360, 361, 375</p>
(B)	self-monitor using pre-reading supports such as graphic organizers, illustrations, and pre-taught topic-related vocabulary to enhance comprehension of input from various sources;	<p>TE: 45, 47, 50, 51, 54, 60, 62–64, 74, 75, 79–81, 84, 86, 87, 98, 100, 103, 119, 133, 134, 136, 138, 146, 151, 153, 158, 164, 165, 169–171, 173, 176, 177, 180, 181, 184, 186, 190, 191, 197, 201, 205, 215, 216, 218, 229, 233, 239, 240, 246, 249, 250, 252, 256, 258, 266, 267, 282, 286–288, 298, 304, 307, 309, 322, 336, 348, 352</p> <p>SB: 45–47, 50, 51, 54, 60, 63, 64, 67, 69, 70, 74, 75, 81, 82, 84, 86, 87, 91, 98, 100, 103, 106, 119, 133, 134, 136, 139, 146, 153, 158, 164, 170, 171, 173, 175–178, 180, 181, 184, 190, 191, 197, 205, 208, 209, 211, 212, 214–216, 219, 229, 231, 238, 241, 248, 250, 252, 254, 255, 258, 276–277, 283, 286,</p>

		287, 289, 290, 298, 304, 305, 319, 321, 325, 326, 328, 336, 337, 342, 360, 362, 367, 370, 371
(C)	demonstrate comprehension of English by participating in shared reading, responding to questions, and taking notes that are commensurate with language acquisition;	<p>TE: 13, 14, 27, 29, 34, 54, 65, 68, 71, 72, 74, 76, 78, 99, 102, 103, 106, 110, 116, 117, 122, 126, 140, 148, 154, 155, 156, 158, 162, 163, 174–176, 184, 191, 193, 201, 212, 213, 216, 220, 224, 227–229, 231, 235, 238, 239, 256, 258, 269, 273, 284, 285, 288, 289, 291, 292, 294, 300, 307, 314, 315, 322, 323, 325, 339, 353, 363, 368, 376</p> <p>SB: 13, 14, 26, 27, 37, 38, 42, 45, 46, 49, 50, 54, 65, 71, 72, 77, 81, 85–87, 91, 99, 102, 110, 116, 117, 127, 140–142, 144, 155, 157, 159, 187, 195, 201, 202, 211–213, 215, 217, 221, 223, 239–240, 247, 250, 257, 258, 269, 273, 284, 285, 288, 289, 291, 292, 294, 296, 300, 307, 314–316, 317, 322–323, 325, 326, 339, 341, 344, 345, 348, 349, 353–354, 355, 361, 363, 366–368, 370, 374, 375</p>
(D)	make connections to personal experiences, ideas in other texts, and the larger community;	<p>TE: 31, 38, 67, 69, 74, 75, 78, 103, 105, 132, 134, 140, 144, 146, 150, 151, 155, 159, 174–176, 190, 203, 210, 218, 221, 226, 227, 230, 258, 260, 262, 267, 269, 273, 284, 289, 291–293, 298–300, 306, 308–309, 314, 322–323, 325, 336, 348, 368, 374</p> <p>SB: 31, 38, 67–69, 74, 75, 78, 103, 113, 132, 137, 140, 142, 144, 146, 150, 174, 176, 203, 205, 206, 223, 226, 227, 230, 234, 241, 243, 244, 247, 250, 258, 263, 264, 267, 273, 281, 284–286, 289, 291, 292, 294, 297–301, 307, 314–316, 317, 322–323, 328, 330, 337, 342, 356, 374</p> <p>Get Ready for English TE: 1, 2 SB: 2</p>
(E)	listen to and derive meaning from a variety of media such as video, DVD, CD, or other technology to build and reinforce concepts and	TE: 11, 12, 48, 49, 78, 82, 97, 114, 133, 136, 142, 156, 157, 171, 175, 209, 226, 227, 232, 247, 265, 268, 270, 293, 303, 308, 310, 323, 346–347, 360, 378

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	language; and	SB: 42, 48, 49, 78, 82, 97, 114, 120, 133, 136, 154, 156, 157, 171, 195, 209, 211, 215, 226, 227, 247, 264, 265, 270–272, 302, 310, 322, 323, 340, 344, 360, 361, 378
(F)	make inferences and use evidence to support understanding.	TE: 26, 47, 49, 55, 72, 79, 85, 100, 123, 136, 157, 173, 188, 235, 248, 249, 273, 276, 277, 287, 309, 332, 376, 378 SB: 26, 30, 36, 47, 72, 85, 100, 136, 142, 157, 188, 212, 235, 248, 249, 251, 259, 279, 285, 309, 317, 332, 369–373, 376
(3) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. Students react and respond to a variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:		
(A)	formulate and provide effective verbal and non-verbal feedback;	TE: 7, 11, 34, 65, 69, 72, 98, 100–102, 106, 107, 109–111, 114, 115, 116, 118, 119, 123, 126, 131, 134–136, 138–142, 146, 155, 158, 162, 163, 165, 169, 171, 174, 176–178, 180–185, 188–191, 200, 209, 213, 214, 217, 218, 220–224, 228, 241–243, 246, 248, 250–252, 256–260, 262, 264, 267, 273, 277, 279, 291–294, 298–300, 303, 305–307, 311, 322, 323, 332, 335, 346–347, 354, 355, 362, 363 SB: 33, 38, 42, 68, 69, 72, 73, 85, 86, 93, 96–98, 100, 102, 103, 108, 110, 111, 114–116, 118, 119, 122, 131, 135, 136, 138, 139, 142, 146, 148, 151, 155, 158, 162, 165, 169, 171, 174, 176, 177, 180, 182, 183, 191, 203, 205, 206, 209, 213, 214, 217, 218, 222, 223, 229, 230, 233, 235, 240, 242, 243, 253–257, 259–261, 265, 268–273, 279, 284, 285, 291–294, 299, 302, 303, 305–307, 310, 311, 319–323, 325, 327, 329, 330, 333, 335–338, 340, 341, 344, 345, 347, 356, 357, 358, 360–363, 369, 371, 372, 374
(B)	speak using a variety of increasingly complex grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired;	TE: 24, 34, 41, 79, 103, 111, 117, 118, 168, 169, 172, 176, 213, 216, 221, 222, 230, 251, 254, 258, 259, 262, 279, 285, 289, 290, 299, 305, 310, 317–322, 335

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		<p>SB: 24, 42, 69, 77, 85, 93, 98, 102, 103, 110, 111, 114, 117, 118, 119, 133, 150, 168, 169, 172, 176, 203, 205, 213, 217, 222, 223, 225–227, 230, 244, 245, 254, 255, 258–261, 265, 267, 269, 272, 279–282, 284, 289–293, 299, 302, 303, 305, 306, 310, 311, 317–322, 329, 330 335, 337, 339, 340, 344, 345, 353–354, 355, 357, 376</p>
(C)	ask for and give information such as directions, address, name, age, and nationality;	<p>TE: 7, 8, 15, 24, 103, 228, 231</p> <p>SB: 7, 15, 24, 103, 114, 226, 229, 231, 272, 283</p>
(D)	express ideas and feelings such as gratitude, needs, opinion, and greetings;	<p>TE: 13–15, 69, 74, 79, 99, 100, 111, 134, 136, 141, 142, 146, 147, 162, 172, 174, 175, 180, 184, 185, 220, 226, 242, 278, 289, 294, 303, 307, 311, 314, 317, 318, 323, 324, 334, 338, 346, 347, 349, 369, 373, 375, 378</p> <p>SB: 13, 15, 69, 74, 100, 110, 111, 141, 146, 147, 162, 172, 174, 222, 223, 226, 227, 247, 254, 257, 259, 261, 264, 269, 277, 279, 293, 323, 330, 334, 337, 340, 345, 355, 363, 366, 369, 373, 375, 376, 378</p>
(E)	communicate non-verbally to effectively and appropriately engage in formal and social interactions;	<p>TE: 9, 15, 38, 50, 66, 67, 74, 75, 136, 138, 142, 147, 179, 185, 194, 202, 220, 226, 264, 278</p> <p>SB: 11, 15, 19, 66, 68, 69, 74, 75, 87, 100, 138, 117, 172, 179, 185, 202, 222, 234, 264</p>
(F)	express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in short discussions;	<p>TE: 26, 42, 49, 66–69, 72, 74, 75, 79, 93, 98, 100, 102, 108, 110, 111, 127, 134, 136, 142, 146, 147, 162, 165, 172, 174, 175, 180, 182–185, 188, 194, 214, 220, 226, 242, 249, 255, 258, 259, 261, 262, 264, 267, 269, 277, 279, 293, 303, 307, 308, 314, 324, 334, 338, 343, 346, 347, 362, 368–370, 372, 373, 378</p>

		SB: 19, 26, 39, 42, 49, 66–69, 72, 74, 75, 78, 93, 96, 98, 100–102, 108, 110, 111, 127, 146, 147, 162, 165, 172, 174, 178, 179, 182, 185, 188, 203, 217, 222, 223, 226, 227, 234, 247, 249, 252, 254–259, 269, 272, 279, 284, 289, 291, 293, 305, 311, 317, 323, 325, 330, 331, 334, 337, 340, 343, 345, 355, 356, 363, 366, 368, 369, 371, 373, 375, 376, 378
(G)	respond orally to information presented in a wide variety of print, electronic, audio, and visual media to reinforce concept and language attainment; and	TE: 7, 9, 26, 33, 36, 38, 47, 49, 66–68, 71, 72, 74, 79, 97, 100, 107, 108, 111, 114, 115, 117, 119, 120, 122, 133, 135, 136, 138, 141, 142, 146, 151, 171, 172, 178, 181–184, 185, 193, 209, 226, 227, 232, 264, 265, 303, 308, 323, 346–348, 378 SB: 26, 28, 37, 38, 42, 44–45, 47, 49, 66, 67, 71, 72, 74, 85, 97, 100, 111, 114, 115, 117, 119, 120, 122, 133, 135, 136, 142, 146, 178, 182, 193, 202, 209, 217, 226, 227, 235, 247, 259, 261, 264, 265, 267, 271, 277, 283, 302, 306, 311, 317, 323, 325, 340, 361, 363, 378
(H)	organize information in a variety of ways such as graphics, conceptual maps, and learning logs.	TE: 40, 65, 69, 77, 78, 86, 102, 103, 105, 107, 109, 111, 127, 139, 147, 149, 164, 169, 171, 172, 177, 179, 184, 211, 216, 222, 225, 250, 253, 278, 288, 291, 295, 305, 327, 329, 332, 352, 355, 367, 376 SB: 40, 42, 69, 77, 78, 86, 99, 103, 105, 107, 109, 136, 137, 139, 149, 164, 171, 177, 181, 183, 184, 192, 196, 209, 211, 215, 220–222, 225, 241, 250, 253, 263, 278, 291, 293, 295, 296, 299, 301, 302, 307, 325, 327, 329, 332, 334, 335, 355, 363, 376
(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to adjust fluency when reading grade-level and language proficiency-level text based on the reading purpose.		
(A)	compare characteristics of cultures represented in various linguistic and non-linguistic sources;	TE: 8, 12, 44, 69, 74, 131, 139, 146, 153, 162, 179, 190, 196, 222, 304, 307, 308

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		SB: 74, 90, 94, 111, 131, 153, 166, 179, 191, 196, 204, 222, 223, 235, 245, 269, 273, 305, 307, 307, 314
(B)	read and listen to adapted or linguistically accommodated modified classical, traditional, contemporary, and multicultural works in English or native language (L1) in alignment with grade-level student expectations;	TE: 54, 55, 83, 90, 112, 114, 126, 133, 148, 155, 159, 162, 163, 165, 201–202, 314–315, 322–323 SB: 54, 55, 83, 90, 112, 126, 133, 148, 155, 159, 162, 163, 165, 201–202, 203, 284, 314–315, 322–323, 340, 353
(C)	use ,features, including titles, headings, subheadings, paragraphs, fonts, styles, index, glossary, table of contents, and graphics to locate, explain, or use information; and	TE: 27, 34, 51, 135, 139, 155, 159, 163, 164, 170, 172, 173, 176, 181–183, 235, 239, 253, 260, 273, 276, 307, 311, 324, 353, 362, 370, 371, 374 SB: 27–29, 31, 32, 34–36, 39, 51, 139, 164, 170, 172, 173, 176, 181–184, 233, 253, 311, 370–372
(D)	compare and contrast how events are presented and information is communicated by visual images such as graphic art, illustrations, or photographs versus non-visual text.	TE: 28, 32, 127, 130, 131, 165, 181, 182, 219, 257 SB: 28, 32, 130, 131, 165, 181, 182, 208, 219, 231, 257, 285, 292
(5) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students will analyze and apply author's craft purposefully in order to develop their own products and performances. Based on the student's proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:		
(A)	determine and interpret an author's or speaker's intended message;	TE: 90, 91, 112, 226, 302, 315, 323, 376 SB: 90, 91, 226, 264, 285, 302, 323, 340, 378
(B)	determine the target audience; and	TE: 186, 187, 188 SB: 186, 188
(C)	determine the purpose of the message.	TE: 90, 91, 112, 186, 188, 302, 315 SB: 90, 91, 186, 187–188, 302, 323, 340, 378

<p>(6) Composition: listening, speaking, reading writing, and thinking using multiple texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. Based on the student's proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>		
(A)	produce legible work that demonstrates increasing accuracy in the use of the English alphabet, spelling, and the correct use of the conventions of punctuation and capitalization;	<p>TE: 20, 21, 41, 44, 66, 76, 77, 83, 111, 127, 130, 166, 204, 231, 269, 339</p> <p>SB: 20, 21, 25, 41, 55, 61, 62, 66, 76, 77, 112, 113, 119, 123, 127, 130, 149, 166, 187, 188, 197, 204, 205, 207, 221, 225, 226, 231, 233, 234, 241–245, 247, 251, 259, 263, 264, 269, 282, 301, 311, 338–340, 343, 344, 359, 377</p>
(B)	spell familiar words with increasing accuracy and employ English spelling patterns and rules with increasing accuracy as more English is acquired;	<p>TE: 94, 95, 111, 127, 160, 198, 199, 269, 312, 313, 350, 351</p> <p>SB: 25, 41, 61, 76–78, 94, 95, 112, 113, 127, 149, 160, 187, 188, 197–199, 221, 225, 226, 245, 247, 251, 259, 263, 264, 269, 272, 282, 301, 311–313, 338–340, 343, 344, 350, 351, 377</p>
(C)	demonstrate increasing control over grammatical elements such as subject-verb agreement, pronoun agreement, and verb forms;	<p>TE: 23, 56–58, 60, 61, 76, 92, 93, 128, 129, 167, 205–207, 234, 243, 244, 248, 269, 319–321, 356–359</p> <p>SB: 23, 41, 56–58, 60, 61, 76, 77, 92, 93, 113, 128, 129, 149, 167, 187, 188, 205–207, 225, 226, 234, 242–244, 247, 263, 264, 269, 301, 319–321, 338–340, 356–359, 377</p>
(D)	use prewriting strategies to generate ideas, develop voice, and plan;	<p>TE: 40–42, 76, 77, 112, 113, 123, 127, 148, 149, 186–188, 197, 205, 208, 210–212, 216–219, 225, 226, 228, 229, 231, 232, 235, 238, 262–264, 300–302, 338, 339, 376, 377</p> <p>SB: 40–42, 44, 76–78, 112, 113, 123, 127, 149, 186–188, 197, 200, 202, 211, 212, 215, 216, 225, 226, 231, 251, 259, 262, 263, 264, 300–302, 338–340, 377, 378</p>

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(E)	write effectively in first person;	TE: 112, 186, 300, 376 SB: 42, 44, 113, 149, 187, 225, 301, 377
(F)	apply oral and written conventions in English with increasing fluency during classroom presentations, compositions, and dialogue;	TE: 41, 77, 110, 111, 113, 114, 159, 251, 352, 354, 355 SB: 41, 42, 44, 77, 83, 113, 114, 149, 150, 159, 187, 188, 196, 197, 225, 226, 251, 259, 263, 264, 280, 281, 293, 301, 302, 339, 340, 352, 353–354, 355, 376
(G)	arrange phrases, clauses, and sentences into correct and meaningful patterns;	TE: 41, 77, 127, 149 SB: 41, 77, 127, 149, 187, 188, 225, 226, 259, 263, 264, 301, 338–340, 377
(H)	compile written ideas to form complete sentences and paragraphs;	TE: 41, 127, 148, 149 SB: 41, 77, 127, 149, 187, 188, 225, 226, 251, 259, 263, 264, 301, 338–340, 377
(I)	organize and convert information into different forms such as charts, graphs, and drawings;	TE: 41, 86, 99, 101–103, 105, 111, 127, 132, 147, 149, 164, 171, 177, 179, 184, 216, 222, 225, 250, 253, 278, 288, 291, 327, 331, 332, 352, 355, 367, 376 SB: 41, 42, 77, 78, 86, 99, 101, 103, 105, 132, 137, 149, 164, 171, 177, 181, 183, 184, 188, 192, 196, 215, 221, 222, 225, 241, 248, 250, 253, 254, 263, 264, 278, 291, 293, 301, 302, 307, 327, 329, 331, 332, 353, 363, 367, 377, 378
(J)	convey intended meaning while recognizing the meanings and uses of the other registers in English that are often expressed through colloquialisms, idioms, and other language forms;	TE: 41, 127, 148, 149, 154, 159, 226, 240, 284, 331, 352–354, 361 SB: 41, 44, 77, 127, 149, 154, 159, 188, 226, 264, 284, 331, 340, 353–354, 361 Get Ready for English

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		TE: 2 SB: 2
(K)	create, revise, edit, and publish using various technology applications;	TE: 41, 77, 114, 187, 217, 225 SB: 41, 77, 114, 187, 188, 217, 225, 226, 263, 301, 302, 338, 339, 376
(L)	use study tools, including writing, labeling, and sketching, to clarify and remember information;	TE: 107, 135, 177, 211, 214, 216, 217, 257, 309 SB: 107, 135, 211, 257, 287
(M)	evaluate writing for both mechanics and content; and	TE: 41, 77, 113, 149, 187, 225 SB: 41, 77, 113, 149, 187, 225, 263, 301, 339, 376
(N)	use cohesive devices with increasing accuracy.	TE: 127, 153, 168, 169, 206, 280, 300, 357 SB: 127, 153, 168, 169, 187, 188, 206, 225, 226, 263, 264, 268, 280, 300, 301, 338–340, 357, 376
(7) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. Students engage in both short-term and sustained recursive inquiry processes for a variety of purposes. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:		
(A)	locate appropriate print and non-print information using texts and technical resources, periodicals, and the internet;	TE: 175, 188, 217, 254, 291, 292, 307, 309 SB: 175, 188, 263, 264, 291, 292, 307, 309
(B)	compile information using available technology;	TE: 175, 188, 217, 291, 292 SB: 175, 188, 217, 263, 264, 291, 292, 307
(C)	discover, organize, and support in writing what is known and what needs to be learned about a topic; and	TE: 177, 188, 193, 215, 291, 292 SB: 177, 188, 251, 263, 291, 292
(D)	compare and contrast coverage of the same	TE: 188, 190

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	event in various media such as newspapers, television, documentaries, blogs, and the internet.	SB: 188
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