

Content Provider - USA TODAY

Standards Report - Showing matching content units as of April 29, 2009, 9:21 am PDT

Grades: 7-12

States: Texas Essential Knowledge and Skills (TEKS)

Subjects: English Language Learners

Texas Essential Knowledge and Skills (TEKS)

English Language Learners

Grade 7-12

TEKS	TX.74.4 (c) (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.
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STUDENT EXPECTATION	74.4 (c) (1) (A) The student is expected to use prior knowledge and experiences to understand meanings in English;
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- Lesson 1: Personal Poster
- Lesson 2: Introducing USA TODAY
- Lesson 3: The inverted pyramid
- Lesson 4: Found poems
- Lesson 5: Quick Write: Notetaking
- Lesson 6: Why are advertisements effective?
- Lesson 7: SMART
- Lesson 8: Cornell Notes
- Lesson 9: TV Tonight
- Lesson 10: Using the Question Matrix
- Lesson 11: Is the information reliable?
- Lesson 12: Across the USA
- Lesson 13: SQP2RS
- Lesson 14: Letter to the editor
- Lesson 15: Question, Answer, Relationship (QAR)
- Lesson 16: Frayer Model
- Lesson 17: Ad aware
- Lesson 18: Analyzing problems
- Lesson 19: USA TODAY Snapshots: Thinking about thinking
- Lesson 20: USA TODAY Snapshots and Bloom's Taxonomy
- Lesson 21: Summarizing and analyzing an article
- Lesson 22: Vocabulary development
- Lesson 23: Across the USA: Graphic representations
- Lesson 24: ReQuest
- Lesson 25: RAFT

Lesson 26: The Weather Page: Comparing data
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 Lesson 47: The Weather Page: Synthesizing information and drawing conclusions
 Lesson 48: Cause & effect
 Lesson 49: Snapshots: Reading between the lines
 Lesson 50: T.A.P.S.:
 Topic-Audience-Purpose-Speaker
 Lesson 51: Persuasive text: How do they DO that?
 Lesson 52: Evaluating validity and reliability
 Lesson 53: USA TODAY Snapshots: From symbols to words
 Lesson 54: Persuasive texts: Save the last word for me!
 Lesson 55: Thinking about technology
 Lesson 56: Entrepreneurs: Finding solutions to problems

STUDENT EXPECTATION 74.4 (c) (1) (B) The student is expected to monitor oral and written language production and employ self-corrective techniques or other resources;

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 Lesson 53: USA TODAY Snapshots: From symbols to words

STUDENT EXPECTATION 74.4 (c) (1) (C) The student is expected to use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary;

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STUDENT EXPECTATION

74.4 (c) (1) (D)

The student is expected to speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known);

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Lesson 6: Why are advertisements effective?
Lesson 16: Frayer Model
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Lesson 24: ReQuest
Lesson 54: Persuasive texts: Save the last word for me!

STUDENT EXPECTATION

74.4 (c) (1) (E)

The student is expected to 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;

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STUDENT EXPECTATION

74.4 (c) (1) (F)

The student is expected to use accessible language and learn new and essential language in the process;

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STUDENT EXPECTATION

74.4 (c) (1) (H) The student is expected to 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.

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TEKS

TX.74.4 (c) (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.

STUDENT EXPECTATION

74.4 (c) (2) (B) The student is expected to recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters;

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STUDENT EXPECTATION

74.4 (c) (2) (D) The student is expected to monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed;

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Lesson 16: Frayer Model

Lesson 24: ReQuest

Lesson 54: Persuasive texts: Save the last word for me!

STUDENT EXPECTATION

74.4 (c) (2) (F) The student is expected to 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;

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Lesson 9: TV Tonight

Lesson 37: Writing movie and TV reviews

Lesson 39: Reading the TV listings

Lesson 42: Movie reviews

Lesson 47: The Weather Page: Synthesizing information and drawing conclusions

Lesson 54: Persuasive texts: Save the last word for me!

STUDENT EXPECTATION

74.4 (c) (2) (G) The student is expected to understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar;

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STUDENT EXPECTATION

74.4 (c) (2) (I)

The student is expected to 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.

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TEKS

TX.74.4 (c) (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.

STUDENT EXPECTATION

74.4 (c) (3) (B) The student is expected to 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;

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STUDENT EXPECTATION

74.4 (c) (3) (C) The student is expected to speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired;

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Lesson 8: Cornell Notes

Lesson 53: USA TODAY Snapshots: From symbols to words

STUDENT EXPECTATION

74.4 (c) (3) (E) The student is expected to share information in cooperative learning interactions;

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Lesson 3: The inverted pyramid

Lesson 4: Found poems

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 Lesson 48: Cause & effect
 Lesson 49: Snapshots: Reading between the lines
 Lesson 50: T.A.P.S.:
 Topic-Audience-Purpose-Speaker
 Lesson 51: Persuasive text: How do they DO that?
 Lesson 52: Evaluating validity and reliability
 Lesson 53: USA TODAY Snapshots: From symbols to words
 Lesson 54: Persuasive texts: Save the last word for me!
 Lesson 55: Thinking about technology
 Lesson 56: Entrepreneurs: Finding solutions to problems

STUDENT EXPECTATION

74.4 (c) (3) (F)

The student is expected to 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;

Content Provider - USA TODAY

Lesson 9: TV Tonight
 Lesson 16: Frayer Model
 Lesson 24: ReQuest
 Lesson 54: Persuasive texts: Save the last word for me!

STUDENT EXPECTATION

74.4 (c) (3) (G)

The student is expected to 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;

Content Provider - USA TODAY

Lesson 1: Personal Poster
 Lesson 2: Introducing USA TODAY
 Lesson 3: The inverted pyramid
 Lesson 4: Found poems
 Lesson 5: Quick Write: Notetaking
 Lesson 6: Why are advertisements effective?
 Lesson 7: SMART
 Lesson 8: Cornell Notes
 Lesson 9: TV Tonight
 Lesson 10: Using the Question Matrix

Lesson 11: Is the information reliable?
Lesson 12: Across the USA
Lesson 13: SQP2RS
Lesson 14: Letter to the editor
Lesson 15: Question, Answer, Relationship (QAR)
Lesson 16: Frayer Model
Lesson 17: Ad aware
Lesson 18: Analyzing problems
Lesson 19: USA TODAY Snapshots: Thinking about thinking
Lesson 20: USA TODAY Snapshots and Bloom's Taxonomy
Lesson 21: Summarizing and analyzing an article
Lesson 22: Vocabulary development
Lesson 23: Across the USA: Graphic representations
Lesson 24: ReQuest
Lesson 25: RAFT
Lesson 26: The Weather Page: Comparing data
Lesson 27: Reading and evaluating information
Lesson 28: Creating a narrative from a photograph
Lesson 29: Ad evaluation: What's for sale?
Lesson 30: Discussion Web strategy: Comprehend, evaluate
Lesson 31: Alphabet soup strategy for a summary
Lesson 32: SQ3R: Discovering the main idea
Lesson 33: Writing a scouting report: Interpreting sports statistics and information
Lesson 34: Questioning the author: Discovering the author's point of view
Lesson 35: Anticipation guide
Lesson 36: Critic's corner: Everyone's a critic!
Lesson 37: Writing movie and TV reviews
Lesson 38: Snapshots: Synthesize this!
Lesson 39: Reading the TV listings
Lesson 40: Predictions and inferences
Lesson 41: React to reading with a Quick Write
Lesson 42: Movie reviews
Lesson 43: Chain reactions
Lesson 44: Discovering the main idea
Lesson 45: Expressing your opinion
Lesson 46: Identifying contrasts
Lesson 47: The Weather Page: Synthesizing information and drawing conclusions
Lesson 48: Cause & effect
Lesson 49: Snapshots: Reading between the lines
Lesson 50: T.A.P.S.:
Topic-Audience-Purpose-Speaker
Lesson 51: Persuasive text: How do they DO that?
Lesson 52: Evaluating validity and reliability
Lesson 53: USA TODAY Snapshots: From symbols to words
Lesson 54: Persuasive texts: Save the last word for me!
Lesson 55: Thinking about technology
Lesson 56: Entrepreneurs: Finding solutions to

problems

STUDENT EXPECTATION

74.4 (c) (3) (J)

The student is expected to respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment.

Content Provider - USA TODAY

Lesson 1: Personal Poster

Lesson 2: Introducing USA TODAY

Lesson 3: The inverted pyramid

Lesson 4: Found poems

Lesson 5: Quick Write: Notetaking

Lesson 6: Why are advertisements effective?

Lesson 7: SMART

Lesson 8: Cornell Notes

Lesson 9: TV Tonight

Lesson 10: Using the Question Matrix

Lesson 11: Is the information reliable?

Lesson 12: Across the USA

Lesson 13: SQP2RS

Lesson 14: Letter to the editor

Lesson 15: Question, Answer, Relationship (QAR)

Lesson 16: Frayer Model

Lesson 17: Ad aware

Lesson 18: Analyzing problems

Lesson 19: USA TODAY Snapshots: Thinking about thinking

Lesson 20: USA TODAY Snapshots and Bloom's Taxonomy

Lesson 21: Summarizing and analyzing an article

Lesson 22: Vocabulary development

Lesson 23: Across the USA: Graphic representations

Lesson 24: ReQuest

Lesson 25: RAFT

Lesson 26: The Weather Page: Comparing data

Lesson 27: Reading and evaluating information

Lesson 28: Creating a narrative from a photograph

Lesson 29: Ad evaluation: What's for sale?

Lesson 30: Discussion Web strategy: Comprehend, evaluate

Lesson 31: Alphabet soup strategy for a summary

Lesson 32: SQ3R: Discovering the main idea

Lesson 33: Writing a scouting report: Interpreting sports statistics and information

Lesson 34: Questioning the author: Discovering the author's point of view

Lesson 35: Anticipation guide

Lesson 36: Critic's corner: Everyone's a critic!

Lesson 37: Writing movie and TV reviews

Lesson 38: Snapshots: Synthesize this!

Lesson 39: Reading the TV listings

Lesson 40: Predictions and inferences

Lesson 41: React to reading with a Quick Write

Lesson 42: Movie reviews

Lesson 43: Chain reactions
 Lesson 44: Discovering the main idea
 Lesson 45: Expressing your opinion
 Lesson 46: Identifying contrasts
 Lesson 47: The Weather Page: Synthesizing information and drawing conclusions
 Lesson 48: Cause & effect
 Lesson 49: Snapshots: Reading between the lines
 Lesson 50: T.A.P.S.:
 Topic-Audience-Purpose-Speaker
 Lesson 51: Persuasive text: How do they DO that?
 Lesson 52: Evaluating validity and reliability
 Lesson 53: USA TODAY Snapshots: From symbols to words
 Lesson 54: Persuasive texts: Save the last word for me!
 Lesson 55: Thinking about technology
 Lesson 56: Entrepreneurs: Finding solutions to problems

TEKS	TX.74.4 (c) (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.
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STUDENT EXPECTATION	74.4 (c) (4) (C) The student is expected to develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials;
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Content Provider - USA TODAY

Lesson 1: Personal Poster
 Lesson 2: Introducing USA TODAY
 Lesson 3: The inverted pyramid
 Lesson 4: Found poems
 Lesson 5: Quick Write: Notetaking
 Lesson 6: Why are advertisements effective?
 Lesson 7: SMART
 Lesson 8: Cornell Notes
 Lesson 9: TV Tonight
 Lesson 10: Using the Question Matrix
 Lesson 11: Is the information reliable?
 Lesson 12: Across the USA

Lesson 13: SQP2RS
Lesson 14: Letter to the editor
Lesson 15: Question, Answer, Relationship (QAR)
Lesson 16: Frayer Model
Lesson 17: Ad aware
Lesson 18: Analyzing problems
Lesson 19: USA TODAY Snapshots: Thinking about thinking
Lesson 20: USA TODAY Snapshots and Bloom's Taxonomy
Lesson 21: Summarizing and analyzing an article
Lesson 22: Vocabulary development
Lesson 23: Across the USA: Graphic representations
Lesson 24: ReQuest
Lesson 25: RAFT
Lesson 26: The Weather Page: Comparing data
Lesson 27: Reading and evaluating information
Lesson 28: Creating a narrative from a photograph
Lesson 29: Ad evaluation: What's for sale?
Lesson 30: Discussion Web strategy: Comprehend, evaluate
Lesson 31: Alphabet soup strategy for a summary
Lesson 32: SQ3R: Discovering the main idea
Lesson 33: Writing a scouting report: Interpreting sports statistics and information
Lesson 34: Questioning the author: Discovering the author's point of view
Lesson 35: Anticipation guide
Lesson 36: Critic's corner: Everyone's a critic!
Lesson 37: Writing movie and TV reviews
Lesson 38: Snapshots: Synthesize this!
Lesson 39: Reading the TV listings
Lesson 40: Predictions and inferences
Lesson 41: React to reading with a Quick Write
Lesson 42: Movie reviews
Lesson 43: Chain reactions
Lesson 44: Discovering the main idea
Lesson 45: Expressing your opinion
Lesson 46: Identifying contrasts
Lesson 47: The Weather Page: Synthesizing information and drawing conclusions
Lesson 48: Cause & effect
Lesson 49: Snapshots: Reading between the lines
Lesson 50: T.A.P.S.:
Topic-Audience-Purpose-Speaker
Lesson 51: Persuasive text: How do they DO that?
Lesson 52: Evaluating validity and reliability
Lesson 53: USA TODAY Snapshots: From symbols to words
Lesson 54: Persuasive texts: Save the last word for me!
Lesson 55: Thinking about technology
Lesson 56: Entrepreneurs: Finding solutions to problems

The student is expected to use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text;

Content Provider - USA TODAY

Lesson 1: Personal Poster

Lesson 2: Introducing USA TODAY

Lesson 3: The inverted pyramid

Lesson 4: Found poems

Lesson 5: Quick Write: Notetaking

Lesson 6: Why are advertisements effective?

Lesson 7: SMART

Lesson 8: Cornell Notes

Lesson 9: TV Tonight

Lesson 10: Using the Question Matrix

Lesson 11: Is the information reliable?

Lesson 12: Across the USA

Lesson 13: SQP2RS

Lesson 14: Letter to the editor

Lesson 15: Question, Answer, Relationship (QAR)

Lesson 16: Frayer Model

Lesson 17: Ad aware

Lesson 18: Analyzing problems

Lesson 19: USA TODAY Snapshots: Thinking about thinking

Lesson 20: USA TODAY Snapshots and Bloom's Taxonomy

Lesson 21: Summarizing and analyzing an article

Lesson 22: Vocabulary development

Lesson 23: Across the USA: Graphic representations

Lesson 24: ReQuest

Lesson 25: RAFT

Lesson 26: The Weather Page: Comparing data

Lesson 27: Reading and evaluating information

Lesson 28: Creating a narrative from a photograph

Lesson 29: Ad evaluation: What's for sale?

Lesson 30: Discussion Web strategy: Comprehend, evaluate

Lesson 31: Alphabet soup strategy for a summary

Lesson 32: SQ3R: Discovering the main idea

Lesson 33: Writing a scouting report: Interpreting sports statistics and information

Lesson 34: Questioning the author: Discovering the author's point of view

Lesson 35: Anticipation guide

Lesson 36: Critic's corner: Everyone's a critic!

Lesson 37: Writing movie and TV reviews

Lesson 38: Snapshots: Synthesize this!

Lesson 39: Reading the TV listings

Lesson 40: Predictions and inferences

Lesson 41: React to reading with a Quick Write

Lesson 42: Movie reviews

Lesson 43: Chain reactions

Lesson 44: Discovering the main idea
 Lesson 45: Expressing your opinion
 Lesson 46: Identifying contrasts
 Lesson 47: The Weather Page: Synthesizing information and drawing conclusions
 Lesson 48: Cause & effect
 Lesson 49: Snapshots: Reading between the lines
 Lesson 50: T.A.P.S.:
 Topic-Audience-Purpose-Speaker
 Lesson 51: Persuasive text: How do they DO that?
 Lesson 52: Evaluating validity and reliability
 Lesson 53: USA TODAY Snapshots: From symbols to words
 Lesson 54: Persuasive texts: Save the last word for me!
 Lesson 55: Thinking about technology
 Lesson 56: Entrepreneurs: Finding solutions to problems

STUDENT EXPECTATION

74.4 (c) (4) (E)

The student is expected to read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned;

Content Provider - USA TODAY

Lesson 47: The Weather Page: Synthesizing information and drawing conclusions
 Lesson 55: Thinking about technology
 Lesson 56: Entrepreneurs: Finding solutions to problems

STUDENT EXPECTATION

74.4 (c) (4) (F)

The student is expected to 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;

Content Provider - USA TODAY

Lesson 1: Personal Poster
 Lesson 2: Introducing USA TODAY
 Lesson 3: The inverted pyramid
 Lesson 4: Found poems
 Lesson 5: Quick Write: Notetaking
 Lesson 6: Why are advertisements effective?
 Lesson 7: SMART
 Lesson 8: Cornell Notes
 Lesson 9: TV Tonight
 Lesson 10: Using the Question Matrix
 Lesson 11: Is the information reliable?
 Lesson 12: Across the USA
 Lesson 13: SQP2RS
 Lesson 14: Letter to the editor

Lesson 15: Question, Answer, Relationship (QAR)
 Lesson 16: Frayer Model
 Lesson 17: Ad aware
 Lesson 18: Analyzing problems
 Lesson 19: USA TODAY Snapshots: Thinking about thinking
 Lesson 20: USA TODAY Snapshots and Bloom's Taxonomy
 Lesson 21: Summarizing and analyzing an article
 Lesson 22: Vocabulary development
 Lesson 23: Across the USA: Graphic representations
 Lesson 24: ReQuest
 Lesson 25: RAFT
 Lesson 26: The Weather Page: Comparing data
 Lesson 27: Reading and evaluating information
 Lesson 28: Creating a narrative from a photograph
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 Lesson 30: Discussion Web strategy: Comprehend, evaluate
 Lesson 31: Alphabet soup strategy for a summary
 Lesson 32: SQ3R: Discovering the main idea
 Lesson 33: Writing a scouting report: Interpreting sports statistics and information
 Lesson 34: Questioning the author: Discovering the author's point of view
 Lesson 35: Anticipation guide
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 Lesson 37: Writing movie and TV reviews
 Lesson 38: Snapshots: Synthesize this!
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 Lesson 43: Chain reactions
 Lesson 44: Discovering the main idea
 Lesson 45: Expressing your opinion
 Lesson 46: Identifying contrasts
 Lesson 47: The Weather Page: Synthesizing information and drawing conclusions
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 Lesson 49: Snapshots: Reading between the lines
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 Lesson 51: Persuasive text: How do they DO that?
 Lesson 52: Evaluating validity and reliability
 Lesson 53: USA TODAY Snapshots: From symbols to words
 Lesson 54: Persuasive texts: Save the last word for me!
 Lesson 55: Thinking about technology
 Lesson 56: Entrepreneurs: Finding solutions to problems

STUDENT EXPECTATION

74.4 (c) (4) (G) The student is expected to 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;

Content Provider - USA TODAY

Lesson 1: Personal Poster

Lesson 2: Introducing USA TODAY

Lesson 3: The inverted pyramid

Lesson 4: Found poems

Lesson 5: Quick Write: Notetaking

Lesson 6: Why are advertisements effective?

Lesson 7: SMART

Lesson 8: Cornell Notes

Lesson 9: TV Tonight

Lesson 10: Using the Question Matrix

Lesson 11: Is the information reliable?

Lesson 12: Across the USA

Lesson 13: SQP2RS

Lesson 14: Letter to the editor

Lesson 15: Question, Answer, Relationship (QAR)

Lesson 16: Frayer Model

Lesson 17: Ad aware

Lesson 18: Analyzing problems

Lesson 19: USA TODAY Snapshots: Thinking about thinking

Lesson 20: USA TODAY Snapshots and Bloom's Taxonomy

Lesson 21: Summarizing and analyzing an article

Lesson 22: Vocabulary development

Lesson 23: Across the USA: Graphic representations

Lesson 24: ReQuest

Lesson 25: RAFT

Lesson 26: The Weather Page: Comparing data

Lesson 27: Reading and evaluating information

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Lesson 35: Anticipation guide

Lesson 36: Critic's corner: Everyone's a critic!

Lesson 37: Writing movie and TV reviews

Lesson 38: Snapshots: Synthesize this!

Lesson 39: Reading the TV listings

Lesson 40: Predictions and inferences

Lesson 41: React to reading with a Quick Write

Lesson 42: Movie reviews

Lesson 43: Chain reactions

Lesson 44: Discovering the main idea

Lesson 45: Expressing your opinion
 Lesson 46: Identifying contrasts
 Lesson 47: The Weather Page: Synthesizing information and drawing conclusions
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 Lesson 49: Snapshots: Reading between the lines
 Lesson 50: T.A.P.S.:
 Topic-Audience-Purpose-Speaker
 Lesson 51: Persuasive text: How do they DO that?
 Lesson 52: Evaluating validity and reliability
 Lesson 53: USA TODAY Snapshots: From symbols to words
 Lesson 54: Persuasive texts: Save the last word for me!
 Lesson 55: Thinking about technology
 Lesson 56: Entrepreneurs: Finding solutions to problems

STUDENT EXPECTATION

74.4 (c) (4) (H) The student is expected to read silently with increasing ease and comprehension for longer periods;

Content Provider - USA TODAY

Lesson 1: Personal Poster
 Lesson 2: Introducing USA TODAY
 Lesson 3: The inverted pyramid
 Lesson 4: Found poems
 Lesson 5: Quick Write: Notetaking
 Lesson 6: Why are advertisements effective?
 Lesson 7: SMART
 Lesson 8: Cornell Notes
 Lesson 9: TV Tonight
 Lesson 10: Using the Question Matrix
 Lesson 11: Is the information reliable?
 Lesson 12: Across the USA
 Lesson 13: SQP2RS
 Lesson 14: Letter to the editor
 Lesson 15: Question, Answer, Relationship (QAR)
 Lesson 16: Frayer Model
 Lesson 17: Ad aware
 Lesson 18: Analyzing problems
 Lesson 19: USA TODAY Snapshots: Thinking about thinking
 Lesson 20: USA TODAY Snapshots and Bloom's Taxonomy
 Lesson 21: Summarizing and analyzing an article
 Lesson 22: Vocabulary development
 Lesson 23: Across the USA: Graphic representations
 Lesson 24: ReQuest
 Lesson 25: RAFT
 Lesson 26: The Weather Page: Comparing data
 Lesson 27: Reading and evaluating information
 Lesson 28: Creating a narrative from a photograph
 Lesson 29: Ad evaluation: What's for sale?
 Lesson 30: Discussion Web strategy: Comprehend, evaluate

Lesson 31: Alphabet soup strategy for a summary
 Lesson 32: SQ3R: Discovering the main idea
 Lesson 33: Writing a scouting report: Interpreting sports statistics and information
 Lesson 34: Questioning the author: Discovering the author's point of view
 Lesson 35: Anticipation guide
 Lesson 36: Critic's corner: Everyone's a critic!
 Lesson 37: Writing movie and TV reviews
 Lesson 38: Snapshots: Synthesize this!
 Lesson 39: Reading the TV listings
 Lesson 40: Predictions and inferences
 Lesson 41: React to reading with a Quick Write
 Lesson 42: Movie reviews
 Lesson 43: Chain reactions
 Lesson 44: Discovering the main idea
 Lesson 45: Expressing your opinion
 Lesson 46: Identifying contrasts
 Lesson 47: The Weather Page: Synthesizing information and drawing conclusions
 Lesson 48: Cause & effect
 Lesson 49: Snapshots: Reading between the lines
 Lesson 50: T.A.P.S.:
 Topic-Audience-Purpose-Speaker
 Lesson 51: Persuasive text: How do they DO that?
 Lesson 52: Evaluating validity and reliability
 Lesson 53: USA TODAY Snapshots: From symbols to words
 Lesson 54: Persuasive texts: Save the last word for me!
 Lesson 55: Thinking about technology
 Lesson 56: Entrepreneurs: Finding solutions to problems

STUDENT EXPECTATION

74.4 (c) (4) (I)

The student is expected to 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;

Content Provider - USA TODAY

Lesson 1: Personal Poster
 Lesson 2: Introducing USA TODAY
 Lesson 3: The inverted pyramid
 Lesson 4: Found poems
 Lesson 5: Quick Write: Notetaking
 Lesson 6: Why are advertisements effective?
 Lesson 7: SMART
 Lesson 8: Cornell Notes
 Lesson 9: TV Tonight
 Lesson 10: Using the Question Matrix
 Lesson 11: Is the information reliable?
 Lesson 12: Across the USA

Lesson 13: SQP2RS
Lesson 14: Letter to the editor
Lesson 15: Question, Answer, Relationship (QAR)
Lesson 16: Frayer Model
Lesson 17: Ad aware
Lesson 18: Analyzing problems
Lesson 19: USA TODAY Snapshots: Thinking about thinking
Lesson 20: USA TODAY Snapshots and Bloom's Taxonomy
Lesson 21: Summarizing and analyzing an article
Lesson 22: Vocabulary development
Lesson 23: Across the USA: Graphic representations
Lesson 24: ReQuest
Lesson 25: RAFT
Lesson 26: The Weather Page: Comparing data
Lesson 27: Reading and evaluating information
Lesson 28: Creating a narrative from a photograph
Lesson 29: Ad evaluation: What's for sale?
Lesson 30: Discussion Web strategy: Comprehend, evaluate
Lesson 31: Alphabet soup strategy for a summary
Lesson 32: SQ3R: Discovering the main idea
Lesson 33: Writing a scouting report: Interpreting sports statistics and information
Lesson 34: Questioning the author: Discovering the author's point of view
Lesson 35: Anticipation guide
Lesson 36: Critic's corner: Everyone's a critic!
Lesson 37: Writing movie and TV reviews
Lesson 38: Snapshots: Synthesize this!
Lesson 39: Reading the TV listings
Lesson 40: Predictions and inferences
Lesson 41: React to reading with a Quick Write
Lesson 42: Movie reviews
Lesson 43: Chain reactions
Lesson 44: Discovering the main idea
Lesson 45: Expressing your opinion
Lesson 46: Identifying contrasts
Lesson 47: The Weather Page: Synthesizing information and drawing conclusions
Lesson 48: Cause & effect
Lesson 49: Snapshots: Reading between the lines
Lesson 50: T.A.P.S.:
Topic-Audience-Purpose-Speaker
Lesson 51: Persuasive text: How do they DO that?
Lesson 52: Evaluating validity and reliability
Lesson 53: USA TODAY Snapshots: From symbols to words
Lesson 54: Persuasive texts: Save the last word for me!
Lesson 55: Thinking about technology
Lesson 56: Entrepreneurs: Finding solutions to problems

The student is expected to 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; and

Content Provider - USA TODAY

Lesson 1: Personal Poster

Lesson 2: Introducing USA TODAY

Lesson 3: The inverted pyramid

Lesson 4: Found poems

Lesson 5: Quick Write: Notetaking

Lesson 6: Why are advertisements effective?

Lesson 7: SMART

Lesson 8: Cornell Notes

Lesson 9: TV Tonight

Lesson 10: Using the Question Matrix

Lesson 11: Is the information reliable?

Lesson 12: Across the USA

Lesson 13: SQP2RS

Lesson 14: Letter to the editor

Lesson 15: Question, Answer, Relationship (QAR)

Lesson 16: Frayer Model

Lesson 17: Ad aware

Lesson 18: Analyzing problems

Lesson 19: USA TODAY Snapshots: Thinking about thinking

Lesson 20: USA TODAY Snapshots and Bloom's Taxonomy

Lesson 21: Summarizing and analyzing an article

Lesson 22: Vocabulary development

Lesson 23: Across the USA: Graphic representations

Lesson 24: ReQuest

Lesson 25: RAFT

Lesson 26: The Weather Page: Comparing data

Lesson 27: Reading and evaluating information

Lesson 28: Creating a narrative from a photograph

Lesson 29: Ad evaluation: What's for sale?

Lesson 30: Discussion Web strategy: Comprehend, evaluate

Lesson 31: Alphabet soup strategy for a summary

Lesson 32: SQ3R: Discovering the main idea

Lesson 33: Writing a scouting report: Interpreting sports statistics and information

Lesson 34: Questioning the author: Discovering the author's point of view

Lesson 35: Anticipation guide

Lesson 36: Critic's corner: Everyone's a critic!

Lesson 37: Writing movie and TV reviews

Lesson 38: Snapshots: Synthesize this!

Lesson 39: Reading the TV listings

Lesson 40: Predictions and inferences

Lesson 41: React to reading with a Quick Write
 Lesson 42: Movie reviews
 Lesson 43: Chain reactions
 Lesson 44: Discovering the main idea
 Lesson 45: Expressing your opinion
 Lesson 46: Identifying contrasts
 Lesson 47: The Weather Page: Synthesizing information and drawing conclusions
 Lesson 48: Cause & effect
 Lesson 49: Snapshots: Reading between the lines
 Lesson 50: T.A.P.S.:
 Topic-Audience-Purpose-Speaker
 Lesson 51: Persuasive text: How do they DO that?
 Lesson 52: Evaluating validity and reliability
 Lesson 53: USA TODAY Snapshots: From symbols to words
 Lesson 54: Persuasive texts: Save the last word for me!
 Lesson 55: Thinking about technology
 Lesson 56: Entrepreneurs: Finding solutions to problems

STUDENT EXPECTATION

74.4 (c) (4) (K)

The student is expected to 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.

Content Provider - USA TODAY

Lesson 4: Found poems
 Lesson 5: Quick Write: Notetaking
 Lesson 7: SMART
 Lesson 8: Cornell Notes
 Lesson 10: Using the Question Matrix
 Lesson 13: SQP2RS
 Lesson 14: Letter to the editor
 Lesson 19: USA TODAY Snapshots: Thinking about thinking
 Lesson 20: USA TODAY Snapshots and Bloom's Taxonomy
 Lesson 29: Ad evaluation: What's for sale?
 Lesson 30: Discussion Web strategy: Comprehend, evaluate
 Lesson 35: Anticipation guide
 Lesson 38: Snapshots: Synthesize this!
 Lesson 40: Predictions and inferences
 Lesson 42: Movie reviews
 Lesson 48: Cause & effect
 Lesson 51: Persuasive text: How do they DO that?
 Lesson 53: USA TODAY Snapshots: From symbols to words
 Lesson 55: Thinking about technology
 Lesson 56: Entrepreneurs: Finding solutions to problems

TEKS TX.74.4 (c) (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.

STUDENT EXPECTATION 74.4 (c) (5) (C) The student is expected to spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired;

Content Provider - USA TODAY
Lesson 53: USA TODAY Snapshots: From symbols to words

STUDENT EXPECTATION 74.4 (c) (5) (D) The student is expected to 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;

Content Provider - USA TODAY
Lesson 6: Why are advertisements effective?
Lesson 45: Expressing your opinion
Lesson 51: Persuasive text: How do they DO that?
Lesson 53: USA TODAY Snapshots: From symbols to words

TEKS TX.74.4 (c) (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.

STUDENT EXPECTATION	74.4 (c) (5) (E)	The student is expected to employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations, such as:
GRADE LEVEL EXPECTATION	5 (E) (i)	Using correct verbs, tenses, and pronouns/antecedents;
<p>Content Provider - USA TODAY Lesson 6: Why are advertisements effective? Lesson 53: USA TODAY Snapshots: From symbols to words</p>		
TEKS	TX.74.4 (c) (5)	<p>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.</p>
STUDENT EXPECTATION	74.4 (c) (5) (G)	The student is expected to narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.
<p>Content Provider - USA TODAY Lesson 6: Why are advertisements effective? Lesson 7: SMART Lesson 10: Using the Question Matrix Lesson 18: Analyzing problems Lesson 23: Across the USA: Graphic representations Lesson 25: RAFT Lesson 27: Reading and evaluating information Lesson 28: Creating a narrative from a photograph Lesson 29: Ad evaluation: What's for sale? Lesson 36: Critic's corner: Everyone's a critic! Lesson 37: Writing movie and TV reviews Lesson 41: React to reading with a Quick Write Lesson 42: Movie reviews Lesson 44: Discovering the main idea Lesson 45: Expressing your opinion Lesson 47: The Weather Page: Synthesizing information and drawing conclusions Lesson 48: Cause & effect Lesson 50: T.A.P.S.: Topic-Audience-Purpose-Speaker</p>		

Lesson 51: Persuasive text: How do they DO that?
 Lesson 52: Evaluating validity and reliability
 Lesson 53: USA TODAY Snapshots: From symbols to words
 Lesson 54: Persuasive texts: Save the last word for me!
 Lesson 55: Thinking about technology
 Lesson 56: Entrepreneurs: Finding solutions to problems

TEKS TX.74.4 (d) (1) Listening, Kindergarten-Grade 12. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. The following proficiency level descriptors for listening are sufficient to describe the overall English language proficiency levels of ELLs in this language domain in order to linguistically accommodate their instruction.

STUDENT EXPECTATION 74.4 (d) (1) (A) Beginning. Beginning ELLs have little or no ability to understand spoken English in academic and social settings. These students:

GRADE LEVEL EXPECTATION 1 (A) (i) Struggle to understand simple conversations and simple discussions even when the topics are familiar and the speaker uses linguistic supports such as visuals, slower speech and other verbal cues, and gestures;

Content Provider - USA TODAY

Lesson 1: Personal Poster
 Lesson 2: Introducing USA TODAY
 Lesson 3: The inverted pyramid
 Lesson 4: Found poems
 Lesson 5: Quick Write: Notetaking
 Lesson 6: Why are advertisements effective?
 Lesson 7: SMART
 Lesson 8: Cornell Notes
 Lesson 9: TV Tonight
 Lesson 10: Using the Question Matrix
 Lesson 11: Is the information reliable?
 Lesson 12: Across the USA
 Lesson 13: SQP2RS
 Lesson 14: Letter to the editor
 Lesson 15: Question, Answer, Relationship (QAR)
 Lesson 16: Frayer Model
 Lesson 17: Ad aware
 Lesson 18: Analyzing problems
 Lesson 19: USA TODAY Snapshots: Thinking about thinking
 Lesson 20: USA TODAY Snapshots and Bloom's Taxonomy
 Lesson 21: Summarizing and analyzing an article
 Lesson 22: Vocabulary development
 Lesson 23: Across the USA: Graphic representations
 Lesson 24: ReQuest
 Lesson 25: RAFT

Lesson 26: The Weather Page: Comparing data
 Lesson 27: Reading and evaluating information
 Lesson 28: Creating a narrative from a photograph
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 Lesson 30: Discussion Web strategy: Comprehend, evaluate
 Lesson 31: Alphabet soup strategy for a summary
 Lesson 32: SQ3R: Discovering the main idea
 Lesson 33: Writing a scouting report: Interpreting sports statistics and information
 Lesson 34: Questioning the author: Discovering the author's point of view
 Lesson 35: Anticipation guide
 Lesson 36: Critic's corner: Everyone's a critic!
 Lesson 37: Writing movie and TV reviews
 Lesson 38: Snapshots: Synthesize this!
 Lesson 39: Reading the TV listings
 Lesson 40: Predictions and inferences
 Lesson 41: React to reading with a Quick Write
 Lesson 42: Movie reviews
 Lesson 43: Chain reactions
 Lesson 44: Discovering the main idea
 Lesson 45: Expressing your opinion
 Lesson 46: Identifying contrasts
 Lesson 47: The Weather Page: Synthesizing information and drawing conclusions
 Lesson 48: Cause & effect
 Lesson 49: Snapshots: Reading between the lines
 Lesson 50: T.A.P.S.:
 Topic-Audience-Purpose-Speaker
 Lesson 51: Persuasive text: How do they DO that?
 Lesson 52: Evaluating validity and reliability
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 Lesson 54: Persuasive texts: Save the last word for me!
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GRADE LEVEL EXPECTATION 1 (A) (ii)

Struggle to identify and distinguish individual words and phrases during social and instructional interactions that have not been intentionally modified for ELLs; and

Content Provider - USA TODAY

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 Lesson 8: Cornell Notes
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Lesson 56: Entrepreneurs: Finding solutions to problems

TEKS

TX.74.4 (d) (1) Listening, Kindergarten-Grade 12. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. The following proficiency level descriptors for listening are sufficient to describe the overall English language proficiency levels of ELLs in this language domain in order to linguistically accommodate their instruction.

STUDENT EXPECTATION

74.4 (d) (1) (B) Intermediate. Intermediate ELLs have the ability to understand simple, high-frequency spoken English used in routine academic and social settings. These students:

GRADE LEVEL EXPECTATION 1 (B) (i)

Usually understand simple or routine directions, as well as short, simple conversations and short, simple discussions on familiar topics; when topics are unfamiliar, require extensive linguistic supports and adaptations such as visuals, slower speech and other verbal cues, simplified language, gestures, and preteaching to preview or build topic-related vocabulary;

Content Provider - USA TODAY

Lesson 1: Personal Poster

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Lesson 4: Found poems

Lesson 5: Quick Write: Notetaking

Lesson 6: Why are advertisements effective?

Lesson 7: SMART

Lesson 8: Cornell Notes

Lesson 9: TV Tonight

Lesson 10: Using the Question Matrix

Lesson 11: Is the information reliable?

Lesson 12: Across the USA

Lesson 13: SQP2RS

Lesson 14: Letter to the editor

Lesson 15: Question, Answer, Relationship (QAR)

Lesson 16: Frayer Model

Lesson 17: Ad aware

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Lesson 19: USA TODAY Snapshots: Thinking about thinking

Lesson 20: USA TODAY Snapshots and Bloom's Taxonomy

Lesson 21: Summarizing and analyzing an article

Lesson 22: Vocabulary development

Lesson 23: Across the USA: Graphic representations

Lesson 24: ReQuest

Lesson 25: RAFT

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GRADE LEVEL EXPECTATION 1 (B) (iii)

Have the ability to seek clarification in English when failing to comprehend the English they hear by requiring/requesting the speaker to repeat, slow down, or rephrase speech.

Content Provider - USA TODAY

Lesson 16: Frayer Model
 Lesson 24: ReQuest
 Lesson 54: Persuasive texts: Save the last word for me!

TEKS

TX.74.4 (d) (1)

Listening, Kindergarten-Grade 12. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. The following proficiency level descriptors for listening are sufficient to describe the overall English language proficiency levels of ELLs in this language domain in order to linguistically accommodate their instruction.

STUDENT EXPECTATION 74.4 (d) (1) (C) Advanced. Advanced ELLs have the ability to understand, with second language acquisition support, grade-appropriate spoken English used in academic and social settings. These students:

GRADE LEVEL EXPECTATION 1 (C) (i) Usually understand longer, more elaborated directions, conversations, and discussions on familiar and some unfamiliar topics, but sometimes need processing time and sometimes depend on visuals, verbal cues, and gestures to support understanding;

Content Provider - USA TODAY

Lesson 1: Personal Poster

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Lesson 4: Found poems

Lesson 5: Quick Write: Notetaking

Lesson 6: Why are advertisements effective?

Lesson 7: SMART

Lesson 8: Cornell Notes

Lesson 9: TV Tonight

Lesson 10: Using the Question Matrix

Lesson 11: Is the information reliable?

Lesson 12: Across the USA

Lesson 13: SQP2RS

Lesson 14: Letter to the editor

Lesson 15: Question, Answer, Relationship (QAR)

Lesson 16: Frayer Model

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 Lesson 51: Persuasive text: How do they DO that?
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GRADE LEVEL EXPECTATION 1 (C) (iii)

Occasionally require/request the speaker to repeat, slow down, or rephrase to clarify the meaning of the English they hear.

Content Provider - USA TODAY

Lesson 16: Frayer Model
 Lesson 24: ReQuest
 Lesson 54: Persuasive texts: Save the last word for me!

TEKS

TX.74.4 (d) (1)

Listening, Kindergarten-Grade 12. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. The following proficiency level descriptors for listening are sufficient to describe the overall English language proficiency levels of ELLs in this language domain in order to linguistically accommodate their instruction.

STUDENT EXPECTATION

74.4 (d) (1) (D)

Advanced high. Advanced high ELLs have the ability to understand, with minimal second language acquisition support, grade-appropriate spoken English used in academic and social settings. These students:

GRADE LEVEL EXPECTATION 1 (D) (i)

Understand longer, elaborated directions, conversations, and discussions on familiar and unfamiliar topics with occasional need for processing time and with little dependence on visuals, verbal cues, and gestures; some exceptions when complex academic or highly specialized language is used;

Content Provider - USA TODAY

Lesson 1: Personal Poster
Lesson 2: Introducing USA TODAY
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Lesson 33: Writing a scouting report: Interpreting sports statistics and information
Lesson 34: Questioning the author: Discovering the author's point of view
Lesson 35: Anticipation guide
Lesson 36: Critic's corner: Everyone's a critic!
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Lesson 38: Snapshots: Synthesize this!
Lesson 39: Reading the TV listings
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Lesson 41: React to reading with a Quick Write
Lesson 42: Movie reviews
Lesson 43: Chain reactions
Lesson 44: Discovering the main idea
Lesson 45: Expressing your opinion
Lesson 46: Identifying contrasts
Lesson 47: The Weather Page: Synthesizing information and drawing conclusions
Lesson 48: Cause & effect
Lesson 49: Snapshots: Reading between the lines

Lesson 50: T.A.P.S.:
 Topic-Audience-Purpose-Speaker
 Lesson 51: Persuasive text: How do they DO that?
 Lesson 52: Evaluating validity and reliability
 Lesson 53: USA TODAY Snapshots: From symbols to words
 Lesson 54: Persuasive texts: Save the last word for me!
 Lesson 55: Thinking about technology
 Lesson 56: Entrepreneurs: Finding solutions to problems

GRADE LEVEL EXPECTATION 1 (D) (iii)

Rarely require/request the speaker to repeat, slow down, or rephrase to clarify the meaning of the English they hear.

Content Provider - USA TODAY

Lesson 16: Frayer Model
 Lesson 24: ReQuest
 Lesson 54: Persuasive texts: Save the last word for me!

TEKS

TX.74.4 (d) (2)

Speaking, Kindergarten-Grade 12. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. The following proficiency level descriptors for speaking are sufficient to describe the overall English language proficiency levels of ELLs in this language domain in order to linguistically accommodate their instruction.

STUDENT EXPECTATION

74.4 (d) (2) (A)

Beginning. Beginning ELLs have little or no ability to speak English in academic and social settings. These students:

GRADE LEVEL EXPECTATION 2 (A) (i)

Mainly speak using single words and short phrases consisting of recently practiced, memorized, or highly familiar material to get immediate needs met; may be hesitant to speak and often give up in their attempts to communicate;

Content Provider - USA TODAY

Lesson 8: Cornell Notes
 Lesson 21: Summarizing and analyzing an article
 Lesson 32: SQ3R: Discovering the main idea

GRADE LEVEL EXPECTATION 2 (A) (iii)

Lack the knowledge of English grammar necessary to connect ideas and speak in sentences; can sometimes produce sentences using recently practiced, memorized, or highly familiar material;

Content Provider - USA TODAY

Lesson 8: Cornell Notes
 Lesson 21: Summarizing and analyzing an article
 Lesson 32: SQ3R: Discovering the main idea

TEKS

TX.74.4 (d) (2)

Speaking, Kindergarten-Grade 12. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. The following proficiency level descriptors for speaking are sufficient to describe the overall English language proficiency levels of ELLs in this language domain in order to linguistically accommodate their instruction.

STUDENT EXPECTATION	74.4 (d) (2) (B)	Intermediate. Intermediate ELLs have the ability to speak in a simple manner using English commonly heard in routine academic and social settings. These students:
GRADE LEVEL EXPECTATION	2 (B) (i)	Are able to express simple, original messages, speak using sentences, and participate in short conversations and classroom interactions; may hesitate frequently and for long periods to think about how to communicate desired meaning;

Content Provider - USA TODAY

Lesson 1: Personal Poster

Lesson 2: Introducing USA TODAY

Lesson 3: The inverted pyramid

Lesson 4: Found poems

Lesson 5: Quick Write: Notetaking

Lesson 6: Why are advertisements effective?

Lesson 7: SMART

Lesson 8: Cornell Notes

Lesson 9: TV Tonight

Lesson 10: Using the Question Matrix

Lesson 11: Is the information reliable?

Lesson 12: Across the USA

Lesson 13: SQP2RS

Lesson 14: Letter to the editor

Lesson 15: Question, Answer, Relationship (QAR)

Lesson 16: Frayer Model

Lesson 17: Ad aware

Lesson 18: Analyzing problems

Lesson 19: USA TODAY Snapshots: Thinking about thinking

Lesson 20: USA TODAY Snapshots and Bloom's Taxonomy

Lesson 21: Summarizing and analyzing an article

Lesson 22: Vocabulary development

Lesson 23: Across the USA: Graphic representations

Lesson 24: ReQuest

Lesson 25: RAFT

Lesson 26: The Weather Page: Comparing data

Lesson 27: Reading and evaluating information

Lesson 28: Creating a narrative from a photograph

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Lesson 33: Writing a scouting report: Interpreting sports statistics and information
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GRADE LEVEL EXPECTATION 2 (B) (iii)

Exhibit an emerging awareness of English grammar and speak using mostly simple sentence structures and simple tenses; are most comfortable speaking in present tense;

Content Provider - USA TODAY

Lesson 8: Cornell Notes
 Lesson 53: USA TODAY Snapshots: From symbols to words

TEKS

TX.74.4 (d) (2)

Speaking, Kindergarten-Grade 12. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. The following proficiency level descriptors for speaking are sufficient to describe the overall English language proficiency levels of ELLs in this language domain in order to linguistically accommodate their instruction.

STUDENT EXPECTATION

74.4 (d) (2) (C)

Advanced. Advanced ELLs have the ability to speak using grade-appropriate English, with second language acquisition support, in academic and social settings. These students:

GRADE LEVEL EXPECTATION 2 (C) (i)

Are able to participate comfortably in most

conversations and academic discussions on familiar topics, with some pauses to restate, repeat, or search for words and phrases to clarify meaning;

Content Provider - USA TODAY

Lesson 1: Personal Poster

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Lesson 3: The inverted pyramid

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Lesson 6: Why are advertisements effective?

Lesson 7: SMART

Lesson 8: Cornell Notes

Lesson 9: TV Tonight

Lesson 10: Using the Question Matrix

Lesson 11: Is the information reliable?

Lesson 12: Across the USA

Lesson 13: SQP2RS

Lesson 14: Letter to the editor

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TEKS TX.74.4 (d) (2) Speaking, Kindergarten-Grade 12. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. The following proficiency level descriptors for speaking are sufficient to describe the overall English language proficiency levels of ELLs in this language domain in order to linguistically accommodate their instruction.

STUDENT EXPECTATION 74.4 (d) (2) (D) Advanced high. Advanced high ELLs have the ability to speak using grade-appropriate English, with minimal second language acquisition support, in academic and social settings. These students:

GRADE LEVEL EXPECTATION 2 (D) (i) Are able to participate in extended discussions on a variety of social and grade-appropriate academic topics with only occasional disruptions, hesitations, or pauses;

Content Provider - USA TODAY

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GRADE LEVEL EXPECTATION 2 (D) (ii)

Communicate effectively using abstract and content-based vocabulary during classroom instructional tasks, with some exceptions when low-frequency or academically demanding vocabulary is needed; use many of the same idioms and colloquialisms as their native English-speaking peers;

		<p>Content Provider - USA TODAY Lesson 36: Critic's corner: Everyone's a critic!</p>
GRADE LEVEL EXPECTATION	2 (D) (iii)	<p>Can use English grammar structures and complex sentences to narrate and describe at a level nearly comparable to native English-speaking peers;</p> <p>Content Provider - USA TODAY Lesson 53: USA TODAY Snapshots: From symbols to words</p>
TEKS	TX.74.4 (d) (4)	<p>Reading, Grades 2-12. ELLs in Grades 2-12 may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. The following proficiency level descriptors for reading are sufficient to describe the overall English language proficiency levels of ELLs in this language domain in order to linguistically accommodate their instruction.</p>
STUDENT EXPECTATION	74.4 (d) (4) (A)	<p>Beginning. Beginning ELLs have little or no ability to read and understand English used in academic and social contexts. These students:</p>
GRADE LEVEL EXPECTATION	4 (A) (i)	<p>Read and understand the very limited recently practiced, memorized, or highly familiar English they have learned; vocabulary predominantly includes:</p>
INDICATOR	4 (A) (i) (I)	<p>Environmental print;</p> <p>Content Provider - USA TODAY Lesson 33: Writing a scouting report: Interpreting sports statistics and information Lesson 53: USA TODAY Snapshots: From symbols to words</p>
INDICATOR	4 (A) (i) (III)	<p>Concrete words that can be represented by pictures;</p> <p>Content Provider - USA TODAY Lesson 1: Personal Poster Lesson 2: Introducing USA TODAY Lesson 5: Quick Write: Notetaking Lesson 6: Why are advertisements effective? Lesson 10: Using the Question Matrix Lesson 11: Is the information reliable? Lesson 13: SQP2RS Lesson 17: Ad aware Lesson 18: Analyzing problems Lesson 19: USA TODAY Snapshots: Thinking about thinking Lesson 20: USA TODAY Snapshots and Bloom's Taxonomy Lesson 26: The Weather Page: Comparing data Lesson 28: Creating a narrative from a photograph Lesson 29: Ad evaluation: What's for sale? Lesson 44: Discovering the main idea</p>

Lesson 47: The Weather Page: Synthesizing information and drawing conclusions
 Lesson 48: Cause & effect
 Lesson 49: Snapshots: Reading between the lines
 Lesson 50: T.A.P.S.:
 Topic-Audience-Purpose-Speaker
 Lesson 55: Thinking about technology
 Lesson 56: Entrepreneurs: Finding solutions to problems

TEKS TX.74.4 (d) (4) Reading, Grades 2-12. ELLs in Grades 2-12 may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. The following proficiency level descriptors for reading are sufficient to describe the overall English language proficiency levels of ELLs in this language domain in order to linguistically accommodate their instruction.

STUDENT EXPECTATION 74.4 (d) (4) (A) Beginning. Beginning ELLs have little or no ability to read and understand English used in academic and social contexts. These students:

GRADE LEVEL EXPECTATION 4 (A) (ii) Read slowly, word by word;

Content Provider - USA TODAY

Lesson 4: Found poems
 Lesson 10: Using the Question Matrix
 Lesson 21: Summarizing and analyzing an article
 Lesson 23: Across the USA: Graphic representations
 Lesson 25: RAFT
 Lesson 28: Creating a narrative from a photograph
 Lesson 30: Discussion Web strategy: Comprehend, evaluate
 Lesson 31: Alphabet soup strategy for a summary
 Lesson 32: SQ3R: Discovering the main idea
 Lesson 34: Questioning the author: Discovering the author's point of view
 Lesson 35: Anticipation guide
 Lesson 37: Writing movie and TV reviews
 Lesson 41: React to reading with a Quick Write
 Lesson 44: Discovering the main idea
 Lesson 45: Expressing your opinion
 Lesson 46: Identifying contrasts
 Lesson 50: T.A.P.S.:
 Topic-Audience-Purpose-Speaker
 Lesson 53: USA TODAY Snapshots: From symbols to words
 Lesson 54: Persuasive texts: Save the last word for me!
 Lesson 55: Thinking about technology
 Lesson 56: Entrepreneurs: Finding solutions to problems

GRADE LEVEL EXPECTATION 4 (A) (v) Are highly dependent on visuals and prior knowledge to derive meaning from text in English; and

Content Provider - USA TODAY

Lesson 1: Personal Poster
Lesson 2: Introducing USA TODAY
Lesson 3: The inverted pyramid
Lesson 4: Found poems
Lesson 5: Quick Write: Notetaking
Lesson 6: Why are advertisements effective?
Lesson 7: SMART
Lesson 8: Cornell Notes
Lesson 9: TV Tonight
Lesson 10: Using the Question Matrix
Lesson 11: Is the information reliable?
Lesson 12: Across the USA
Lesson 13: SQP2RS
Lesson 14: Letter to the editor
Lesson 15: Question, Answer, Relationship (QAR)
Lesson 16: Frayer Model
Lesson 17: Ad aware
Lesson 18: Analyzing problems
Lesson 19: USA TODAY Snapshots: Thinking about thinking
Lesson 20: USA TODAY Snapshots and Bloom's Taxonomy
Lesson 21: Summarizing and analyzing an article
Lesson 22: Vocabulary development
Lesson 23: Across the USA: Graphic representations
Lesson 24: ReQuest
Lesson 25: RAFT
Lesson 26: The Weather Page: Comparing data
Lesson 27: Reading and evaluating information
Lesson 28: Creating a narrative from a photograph
Lesson 29: Ad evaluation: What's for sale?
Lesson 30: Discussion Web strategy: Comprehend, evaluate
Lesson 31: Alphabet soup strategy for a summary
Lesson 32: SQ3R: Discovering the main idea
Lesson 33: Writing a scouting report: Interpreting sports statistics and information
Lesson 34: Questioning the author: Discovering the author's point of view
Lesson 35: Anticipation guide
Lesson 36: Critic's corner: Everyone's a critic!
Lesson 37: Writing movie and TV reviews
Lesson 38: Snapshots: Synthesize this!
Lesson 39: Reading the TV listings
Lesson 40: Predictions and inferences
Lesson 41: React to reading with a Quick Write
Lesson 42: Movie reviews
Lesson 43: Chain reactions
Lesson 44: Discovering the main idea
Lesson 45: Expressing your opinion
Lesson 46: Identifying contrasts
Lesson 47: The Weather Page: Synthesizing

information and drawing conclusions
Lesson 48: Cause & effect
Lesson 49: Snapshots: Reading between the lines
Lesson 50: T.A.P.S.:
Topic-Audience-Purpose-Speaker
Lesson 51: Persuasive text: How do they DO that?
Lesson 52: Evaluating validity and reliability
Lesson 53: USA TODAY Snapshots: From symbols to words
Lesson 54: Persuasive texts: Save the last word for me!
Lesson 55: Thinking about technology
Lesson 56: Entrepreneurs: Finding solutions to problems

GRADE LEVEL EXPECTATION 4 (A) (vi)

Are able to apply reading comprehension skills in English only when reading texts written for this level.

Content Provider - USA TODAY

Lesson 1: Personal Poster
Lesson 2: Introducing USA TODAY
Lesson 3: The inverted pyramid
Lesson 4: Found poems
Lesson 5: Quick Write: Notetaking
Lesson 6: Why are advertisements effective?
Lesson 7: SMART
Lesson 8: Cornell Notes
Lesson 9: TV Tonight
Lesson 10: Using the Question Matrix
Lesson 11: Is the information reliable?
Lesson 12: Across the USA
Lesson 13: SQP2RS
Lesson 14: Letter to the editor
Lesson 15: Question, Answer, Relationship (QAR)
Lesson 16: Frayer Model
Lesson 17: Ad aware
Lesson 18: Analyzing problems
Lesson 19: USA TODAY Snapshots: Thinking about thinking
Lesson 20: USA TODAY Snapshots and Bloom's Taxonomy
Lesson 21: Summarizing and analyzing an article
Lesson 22: Vocabulary development
Lesson 23: Across the USA: Graphic representations
Lesson 24: ReQuest
Lesson 25: RAFT
Lesson 26: The Weather Page: Comparing data
Lesson 27: Reading and evaluating information
Lesson 28: Creating a narrative from a photograph
Lesson 29: Ad evaluation: What's for sale?
Lesson 30: Discussion Web strategy: Comprehend, evaluate
Lesson 31: Alphabet soup strategy for a summary
Lesson 32: SQ3R: Discovering the main idea
Lesson 33: Writing a scouting report: Interpreting

sports statistics and information
 Lesson 34: Questioning the author: Discovering the author's point of view
 Lesson 35: Anticipation guide
 Lesson 36: Critic's corner: Everyone's a critic!
 Lesson 37: Writing movie and TV reviews
 Lesson 38: Snapshots: Synthesize this!
 Lesson 39: Reading the TV listings
 Lesson 40: Predictions and inferences
 Lesson 41: React to reading with a Quick Write
 Lesson 42: Movie reviews
 Lesson 43: Chain reactions
 Lesson 44: Discovering the main idea
 Lesson 45: Expressing your opinion
 Lesson 46: Identifying contrasts
 Lesson 47: The Weather Page: Synthesizing information and drawing conclusions
 Lesson 48: Cause & effect
 Lesson 49: Snapshots: Reading between the lines
 Lesson 50: T.A.P.S.:
 Topic-Audience-Purpose-Speaker
 Lesson 51: Persuasive text: How do they DO that?
 Lesson 52: Evaluating validity and reliability
 Lesson 53: USA TODAY Snapshots: From symbols to words
 Lesson 54: Persuasive texts: Save the last word for me!
 Lesson 55: Thinking about technology
 Lesson 56: Entrepreneurs: Finding solutions to problems

TEKS	TX.74.4 (d) (4)	Reading, Grades 2-12. ELLs in Grades 2-12 may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. The following proficiency level descriptors for reading are sufficient to describe the overall English language proficiency levels of ELLs in this language domain in order to linguistically accommodate their instruction.
STUDENT EXPECTATION	74.4 (d) (4) (B)	Intermediate. Intermediate ELLs have the ability to read and understand simple, high-frequency English used in routine academic and social contexts. These students:
GRADE LEVEL EXPECTATION	4 (B) (i)	Read and understand English vocabulary on a somewhat wider range of topics and with increased depth; vocabulary predominantly includes:
INDICATOR	4 (B) (i) (III)	Routine academic language and terms; and Content Provider - USA TODAY Lesson 47: The Weather Page: Synthesizing information and drawing conclusions Lesson 55: Thinking about technology Lesson 56: Entrepreneurs: Finding solutions to

		problems
INDICATOR	4 (B) (i) (IV)	<p>Commonly used abstract language such as terms used to describe basic feelings;</p> <p>Content Provider - USA TODAY Lesson 47: The Weather Page: Synthesizing information and drawing conclusions Lesson 55: Thinking about technology Lesson 56: Entrepreneurs: Finding solutions to problems</p>
TEKS	TX.74.4 (d) (4)	<p>Reading, Grades 2-12. ELLs in Grades 2-12 may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. The following proficiency level descriptors for reading are sufficient to describe the overall English language proficiency levels of ELLs in this language domain in order to linguistically accommodate their instruction.</p>
STUDENT EXPECTATION	74.4 (d) (4) (B)	<p>Intermediate. Intermediate ELLs have the ability to read and understand simple, high-frequency English used in routine academic and social contexts. These students:</p>
GRADE LEVEL EXPECTATION	4 (B) (ii)	<p>Often read slowly and in short phrases; may re-read to clarify meaning;</p> <p>Content Provider - USA TODAY Lesson 1: Personal Poster Lesson 2: Introducing USA TODAY Lesson 3: The inverted pyramid Lesson 4: Found poems Lesson 5: Quick Write: Notetaking Lesson 6: Why are advertisements effective? Lesson 7: SMART Lesson 8: Cornell Notes Lesson 9: TV Tonight Lesson 10: Using the Question Matrix Lesson 11: Is the information reliable? Lesson 12: Across the USA Lesson 13: SQP2RS Lesson 14: Letter to the editor Lesson 15: Question, Answer, Relationship (QAR) Lesson 16: Frayer Model Lesson 17: Ad aware Lesson 18: Analyzing problems Lesson 19: USA TODAY Snapshots: Thinking about thinking Lesson 20: USA TODAY Snapshots and Bloom's Taxonomy Lesson 21: Summarizing and analyzing an article Lesson 22: Vocabulary development Lesson 23: Across the USA: Graphic representations</p>

Lesson 24: ReQuest
 Lesson 25: RAFT
 Lesson 26: The Weather Page: Comparing data
 Lesson 27: Reading and evaluating information
 Lesson 28: Creating a narrative from a photograph
 Lesson 29: Ad evaluation: What's for sale?
 Lesson 30: Discussion Web strategy: Comprehend, evaluate
 Lesson 31: Alphabet soup strategy for a summary
 Lesson 32: SQ3R: Discovering the main idea
 Lesson 33: Writing a scouting report: Interpreting sports statistics and information
 Lesson 34: Questioning the author: Discovering the author's point of view
 Lesson 35: Anticipation guide
 Lesson 36: Critic's corner: Everyone's a critic!
 Lesson 37: Writing movie and TV reviews
 Lesson 38: Snapshots: Synthesize this!
 Lesson 39: Reading the TV listings
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 Lesson 42: Movie reviews
 Lesson 43: Chain reactions
 Lesson 44: Discovering the main idea
 Lesson 45: Expressing your opinion
 Lesson 46: Identifying contrasts
 Lesson 47: The Weather Page: Synthesizing information and drawing conclusions
 Lesson 48: Cause & effect
 Lesson 49: Snapshots: Reading between the lines
 Lesson 50: T.A.P.S.:
 Topic-Audience-Purpose-Speaker
 Lesson 51: Persuasive text: How do they DO that?
 Lesson 52: Evaluating validity and reliability
 Lesson 53: USA TODAY Snapshots: From symbols to words
 Lesson 54: Persuasive texts: Save the last word for me!
 Lesson 55: Thinking about technology
 Lesson 56: Entrepreneurs: Finding solutions to problems

GRADE LEVEL EXPECTATION 4 (B) (iii)

Have a growing understanding of basic, routinely used English language structures;

Content Provider - USA TODAY

Lesson 1: Personal Poster
 Lesson 2: Introducing USA TODAY
 Lesson 3: The inverted pyramid
 Lesson 4: Found poems
 Lesson 5: Quick Write: Notetaking
 Lesson 6: Why are advertisements effective?
 Lesson 7: SMART
 Lesson 8: Cornell Notes
 Lesson 9: TV Tonight

Lesson 10: Using the Question Matrix
Lesson 11: Is the information reliable?
Lesson 12: Across the USA
Lesson 13: SQP2RS
Lesson 14: Letter to the editor
Lesson 15: Question, Answer, Relationship (QAR)
Lesson 16: Frayer Model
Lesson 17: Ad aware
Lesson 18: Analyzing problems
Lesson 19: USA TODAY Snapshots: Thinking about thinking
Lesson 20: USA TODAY Snapshots and Bloom's Taxonomy
Lesson 21: Summarizing and analyzing an article
Lesson 22: Vocabulary development
Lesson 23: Across the USA: Graphic representations
Lesson 24: ReQuest
Lesson 25: RAFT
Lesson 26: The Weather Page: Comparing data
Lesson 27: Reading and evaluating information
Lesson 28: Creating a narrative from a photograph
Lesson 29: Ad evaluation: What's for sale?
Lesson 30: Discussion Web strategy: Comprehend, evaluate
Lesson 31: Alphabet soup strategy for a summary
Lesson 32: SQ3R: Discovering the main idea
Lesson 33: Writing a scouting report: Interpreting sports statistics and information
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Lesson 35: Anticipation guide
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Lesson 43: Chain reactions
Lesson 44: Discovering the main idea
Lesson 45: Expressing your opinion
Lesson 46: Identifying contrasts
Lesson 47: The Weather Page: Synthesizing information and drawing conclusions
Lesson 48: Cause & effect
Lesson 49: Snapshots: Reading between the lines
Lesson 50: T.A.P.S.:
Topic-Audience-Purpose-Speaker
Lesson 51: Persuasive text: How do they DO that?
Lesson 52: Evaluating validity and reliability
Lesson 53: USA TODAY Snapshots: From symbols to words
Lesson 54: Persuasive texts: Save the last word for me!
Lesson 55: Thinking about technology

Lesson 56: Entrepreneurs: Finding solutions to problems

GRADE LEVEL EXPECTATION 4 (B) (iv)

Understand simple sentences in short, connected texts, but are dependent on visual cues, topic familiarity, prior knowledge, pretaught topic-related vocabulary, story predictability, and teacher/peer assistance to sustain comprehension;

Content Provider - USA TODAY

Lesson 1: Personal Poster

Lesson 2: Introducing USA TODAY

Lesson 3: The inverted pyramid

Lesson 4: Found poems

Lesson 5: Quick Write: Notetaking

Lesson 6: Why are advertisements effective?

Lesson 7: SMART

Lesson 8: Cornell Notes

Lesson 9: TV Tonight

Lesson 10: Using the Question Matrix

Lesson 11: Is the information reliable?

Lesson 12: Across the USA

Lesson 13: SQP2RS

Lesson 14: Letter to the editor

Lesson 15: Question, Answer, Relationship (QAR)

Lesson 16: Frayer Model

Lesson 17: Ad aware

Lesson 18: Analyzing problems

Lesson 19: USA TODAY Snapshots: Thinking about thinking

Lesson 20: USA TODAY Snapshots and Bloom's Taxonomy

Lesson 21: Summarizing and analyzing an article

Lesson 22: Vocabulary development

Lesson 23: Across the USA: Graphic representations

Lesson 24: ReQuest

Lesson 25: RAFT

Lesson 26: The Weather Page: Comparing data

Lesson 27: Reading and evaluating information

Lesson 28: Creating a narrative from a photograph

Lesson 29: Ad evaluation: What's for sale?

Lesson 30: Discussion Web strategy: Comprehend, evaluate

Lesson 31: Alphabet soup strategy for a summary

Lesson 32: SQ3R: Discovering the main idea

Lesson 33: Writing a scouting report: Interpreting sports statistics and information

Lesson 34: Questioning the author: Discovering the author's point of view

Lesson 35: Anticipation guide

Lesson 36: Critic's corner: Everyone's a critic!

Lesson 37: Writing movie and TV reviews

Lesson 38: Snapshots: Synthesize this!

Lesson 39: Reading the TV listings

Lesson 40: Predictions and inferences

Lesson 41: React to reading with a Quick Write
Lesson 42: Movie reviews
Lesson 43: Chain reactions
Lesson 44: Discovering the main idea
Lesson 45: Expressing your opinion
Lesson 46: Identifying contrasts
Lesson 47: The Weather Page: Synthesizing information and drawing conclusions
Lesson 48: Cause & effect
Lesson 49: Snapshots: Reading between the lines
Lesson 50: T.A.P.S.:
Topic-Audience-Purpose-Speaker
Lesson 51: Persuasive text: How do they DO that?
Lesson 52: Evaluating validity and reliability
Lesson 53: USA TODAY Snapshots: From symbols to words
Lesson 54: Persuasive texts: Save the last word for me!
Lesson 55: Thinking about technology
Lesson 56: Entrepreneurs: Finding solutions to problems

GRADE LEVEL EXPECTATION 4 (B) (v)

Struggle to independently read and understand grade-level texts; and

Content Provider - USA TODAY

Lesson 1: Personal Poster
Lesson 2: Introducing USA TODAY
Lesson 3: The inverted pyramid
Lesson 4: Found poems
Lesson 5: Quick Write: Notetaking
Lesson 6: Why are advertisements effective?
Lesson 7: SMART
Lesson 8: Cornell Notes
Lesson 9: TV Tonight
Lesson 10: Using the Question Matrix
Lesson 11: Is the information reliable?
Lesson 12: Across the USA
Lesson 13: SQP2RS
Lesson 14: Letter to the editor
Lesson 15: Question, Answer, Relationship (QAR)
Lesson 16: Frayer Model
Lesson 17: Ad aware
Lesson 18: Analyzing problems
Lesson 19: USA TODAY Snapshots: Thinking about thinking
Lesson 20: USA TODAY Snapshots and Bloom's Taxonomy
Lesson 21: Summarizing and analyzing an article
Lesson 22: Vocabulary development
Lesson 23: Across the USA: Graphic representations
Lesson 24: ReQuest
Lesson 25: RAFT
Lesson 26: The Weather Page: Comparing data
Lesson 27: Reading and evaluating information

Lesson 28: Creating a narrative from a photograph
 Lesson 29: Ad evaluation: What's for sale?
 Lesson 30: Discussion Web strategy: Comprehend, evaluate
 Lesson 31: Alphabet soup strategy for a summary
 Lesson 32: SQ3R: Discovering the main idea
 Lesson 33: Writing a scouting report: Interpreting sports statistics and information
 Lesson 34: Questioning the author: Discovering the author's point of view
 Lesson 35: Anticipation guide
 Lesson 36: Critic's corner: Everyone's a critic!
 Lesson 37: Writing movie and TV reviews
 Lesson 38: Snapshots: Synthesize this!
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 Lesson 46: Identifying contrasts
 Lesson 47: The Weather Page: Synthesizing information and drawing conclusions
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 Lesson 51: Persuasive text: How do they DO that?
 Lesson 52: Evaluating validity and reliability
 Lesson 53: USA TODAY Snapshots: From symbols to words
 Lesson 54: Persuasive texts: Save the last word for me!
 Lesson 55: Thinking about technology
 Lesson 56: Entrepreneurs: Finding solutions to problems

GRADE LEVEL EXPECTATION 4 (B) (vi)

Are able to apply basic and some higher-order comprehension skills when reading texts that are linguistically accommodated and/or simplified for this level.

Content Provider - USA TODAY

Lesson 1: Personal Poster
 Lesson 2: Introducing USA TODAY
 Lesson 3: The inverted pyramid
 Lesson 4: Found poems
 Lesson 5: Quick Write: Notetaking
 Lesson 6: Why are advertisements effective?
 Lesson 7: SMART
 Lesson 8: Cornell Notes
 Lesson 9: TV Tonight
 Lesson 10: Using the Question Matrix
 Lesson 11: Is the information reliable?

Lesson 12: Across the USA
Lesson 13: SQP2RS
Lesson 14: Letter to the editor
Lesson 15: Question, Answer, Relationship (QAR)
Lesson 16: Frayer Model
Lesson 17: Ad aware
Lesson 18: Analyzing problems
Lesson 19: USA TODAY Snapshots: Thinking about thinking
Lesson 20: USA TODAY Snapshots and Bloom's Taxonomy
Lesson 21: Summarizing and analyzing an article
Lesson 22: Vocabulary development
Lesson 23: Across the USA: Graphic representations
Lesson 24: ReQuest
Lesson 25: RAFT
Lesson 26: The Weather Page: Comparing data
Lesson 27: Reading and evaluating information
Lesson 28: Creating a narrative from a photograph
Lesson 29: Ad evaluation: What's for sale?
Lesson 30: Discussion Web strategy: Comprehend, evaluate
Lesson 31: Alphabet soup strategy for a summary
Lesson 32: SQ3R: Discovering the main idea
Lesson 33: Writing a scouting report: Interpreting sports statistics and information
Lesson 34: Questioning the author: Discovering the author's point of view
Lesson 35: Anticipation guide
Lesson 36: Critic's corner: Everyone's a critic!
Lesson 37: Writing movie and TV reviews
Lesson 38: Snapshots: Synthesize this!
Lesson 39: Reading the TV listings
Lesson 40: Predictions and inferences
Lesson 41: React to reading with a Quick Write
Lesson 42: Movie reviews
Lesson 43: Chain reactions
Lesson 44: Discovering the main idea
Lesson 45: Expressing your opinion
Lesson 46: Identifying contrasts
Lesson 47: The Weather Page: Synthesizing information and drawing conclusions
Lesson 48: Cause & effect
Lesson 49: Snapshots: Reading between the lines
Lesson 50: T.A.P.S.:
Topic-Audience-Purpose-Speaker
Lesson 51: Persuasive text: How do they DO that?
Lesson 52: Evaluating validity and reliability
Lesson 53: USA TODAY Snapshots: From symbols to words
Lesson 54: Persuasive texts: Save the last word for me!
Lesson 55: Thinking about technology
Lesson 56: Entrepreneurs: Finding solutions to problems

TEKS	TX.74.4 (d) (4)	Reading, Grades 2-12. ELLs in Grades 2-12 may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. The following proficiency level descriptors for reading are sufficient to describe the overall English language proficiency levels of ELLs in this language domain in order to linguistically accommodate their instruction.
STUDENT EXPECTATION	74.4 (d) (4) (C)	Advanced. Advanced ELLs have the ability to read and understand, with second language acquisition support, grade-appropriate English used in academic and social contexts. These students:
GRADE LEVEL EXPECTATION	4 (C) (i)	Read and understand, with second language acquisition support, a variety of grade-appropriate English vocabulary used in social and academic contexts:
INDICATOR	4 (C) (i) (I)	<p>With second language acquisition support, read and understand grade-appropriate concrete and abstract vocabulary, but have difficulty with less commonly encountered words;</p> <p>Content Provider - USA TODAY Lesson 47: The Weather Page: Synthesizing information and drawing conclusions Lesson 55: Thinking about technology Lesson 56: Entrepreneurs: Finding solutions to problems</p>
INDICATOR	4 (C) (i) (II)	<p>Demonstrate an emerging ability to understand words and phrases beyond their literal meaning; and</p> <p>Content Provider - USA TODAY Lesson 2: Introducing USA TODAY Lesson 5: Quick Write: Notetaking Lesson 7: SMART Lesson 10: Using the Question Matrix Lesson 13: SQP2RS Lesson 14: Letter to the editor Lesson 15: Question, Answer, Relationship (QAR) Lesson 17: Ad aware Lesson 18: Analyzing problems Lesson 19: USA TODAY Snapshots: Thinking about thinking Lesson 20: USA TODAY Snapshots and Bloom's Taxonomy Lesson 21: Summarizing and analyzing an article Lesson 23: Across the USA: Graphic representations Lesson 25: RAFT Lesson 26: The Weather Page: Comparing data Lesson 28: Creating a narrative from a photograph Lesson 29: Ad evaluation: What's for sale? Lesson 33: Writing a scouting report: Interpreting</p>

sports statistics and information
 Lesson 35: Anticipation guide
 Lesson 40: Predictions and inferences
 Lesson 41: React to reading with a Quick Write
 Lesson 43: Chain reactions
 Lesson 44: Discovering the main idea
 Lesson 45: Expressing your opinion
 Lesson 47: The Weather Page: Synthesizing information and drawing conclusions
 Lesson 48: Cause & effect
 Lesson 49: Snapshots: Reading between the lines
 Lesson 50: T.A.P.S.:
 Topic-Audience-Purpose-Speaker
 Lesson 51: Persuasive text: How do they DO that?
 Lesson 52: Evaluating validity and reliability
 Lesson 54: Persuasive texts: Save the last word for me!
 Lesson 55: Thinking about technology
 Lesson 56: Entrepreneurs: Finding solutions to problems

INDICATOR

4 (C) (i) (III)

Understand multiple meanings of commonly used words;

Content Provider - USA TODAY

Lesson 2: Introducing USA TODAY
 Lesson 5: Quick Write: Notetaking
 Lesson 7: SMART
 Lesson 10: Using the Question Matrix
 Lesson 13: SQP2RS
 Lesson 14: Letter to the editor
 Lesson 15: Question, Answer, Relationship (QAR)
 Lesson 17: Ad aware
 Lesson 18: Analyzing problems
 Lesson 19: USA TODAY Snapshots: Thinking about thinking
 Lesson 20: USA TODAY Snapshots and Bloom's Taxonomy
 Lesson 21: Summarizing and analyzing an article
 Lesson 23: Across the USA: Graphic representations
 Lesson 25: RAFT
 Lesson 26: The Weather Page: Comparing data
 Lesson 28: Creating a narrative from a photograph
 Lesson 29: Ad evaluation: What's for sale?
 Lesson 33: Writing a scouting report: Interpreting sports statistics and information
 Lesson 35: Anticipation guide
 Lesson 40: Predictions and inferences
 Lesson 41: React to reading with a Quick Write
 Lesson 43: Chain reactions
 Lesson 44: Discovering the main idea
 Lesson 45: Expressing your opinion
 Lesson 47: The Weather Page: Synthesizing information and drawing conclusions
 Lesson 48: Cause & effect

Lesson 49: Snapshots: Reading between the lines
 Lesson 50: T.A.P.S.:
 Topic-Audience-Purpose-Speaker
 Lesson 51: Persuasive text: How do they DO that?
 Lesson 52: Evaluating validity and reliability
 Lesson 54: Persuasive texts: Save the last word for me!
 Lesson 55: Thinking about technology
 Lesson 56: Entrepreneurs: Finding solutions to problems

TEKS TX.74.4 (d) (4) Reading, Grades 2-12. ELLs in Grades 2-12 may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. The following proficiency level descriptors for reading are sufficient to describe the overall English language proficiency levels of ELLs in this language domain in order to linguistically accommodate their instruction.

STUDENT EXPECTATION 74.4 (d) (4) (C) Advanced. Advanced ELLs have the ability to read and understand, with second language acquisition support, grade-appropriate English used in academic and social contexts. These students:

GRADE LEVEL EXPECTATION 4 (C) (iii) Are developing skill in using their growing familiarity with English language structures to construct meaning of grade-appropriate text; and

Content Provider - USA TODAY

Lesson 35: Anticipation guide
 Lesson 36: Critic's corner: Everyone's a critic!
 Lesson 41: React to reading with a Quick Write
 Lesson 54: Persuasive texts: Save the last word for me!

GRADE LEVEL EXPECTATION 4 (C) (iv) Are able to apply basic and higher-order comprehension skills when reading grade-appropriate text, but are still occasionally dependent on visuals, teacher/peer assistance, and other linguistically accommodated text features to determine or clarify meaning, particularly with unfamiliar topics.

Content Provider - USA TODAY

Lesson 1: Personal Poster
 Lesson 2: Introducing USA TODAY
 Lesson 3: The inverted pyramid
 Lesson 4: Found poems
 Lesson 5: Quick Write: Notetaking
 Lesson 6: Why are advertisements effective?
 Lesson 7: SMART
 Lesson 8: Cornell Notes
 Lesson 9: TV Tonight
 Lesson 10: Using the Question Matrix
 Lesson 11: Is the information reliable?

Lesson 12: Across the USA
Lesson 13: SQP2RS
Lesson 14: Letter to the editor
Lesson 15: Question, Answer, Relationship (QAR)
Lesson 16: Frayer Model
Lesson 17: Ad aware
Lesson 18: Analyzing problems
Lesson 19: USA TODAY Snapshots: Thinking about thinking
Lesson 20: USA TODAY Snapshots and Bloom's Taxonomy
Lesson 21: Summarizing and analyzing an article
Lesson 22: Vocabulary development
Lesson 23: Across the USA: Graphic representations
Lesson 24: ReQuest
Lesson 25: RAFT
Lesson 26: The Weather Page: Comparing data
Lesson 27: Reading and evaluating information
Lesson 28: Creating a narrative from a photograph
Lesson 29: Ad evaluation: What's for sale?
Lesson 30: Discussion Web strategy: Comprehend, evaluate
Lesson 31: Alphabet soup strategy for a summary
Lesson 32: SQ3R: Discovering the main idea
Lesson 33: Writing a scouting report: Interpreting sports statistics and information
Lesson 34: Questioning the author: Discovering the author's point of view
Lesson 35: Anticipation guide
Lesson 36: Critic's corner: Everyone's a critic!
Lesson 37: Writing movie and TV reviews
Lesson 38: Snapshots: Synthesize this!
Lesson 39: Reading the TV listings
Lesson 40: Predictions and inferences
Lesson 41: React to reading with a Quick Write
Lesson 42: Movie reviews
Lesson 43: Chain reactions
Lesson 44: Discovering the main idea
Lesson 45: Expressing your opinion
Lesson 46: Identifying contrasts
Lesson 47: The Weather Page: Synthesizing information and drawing conclusions
Lesson 48: Cause & effect
Lesson 49: Snapshots: Reading between the lines
Lesson 50: T.A.P.S.:
Topic-Audience-Purpose-Speaker
Lesson 51: Persuasive text: How do they DO that?
Lesson 52: Evaluating validity and reliability
Lesson 53: USA TODAY Snapshots: From symbols to words
Lesson 54: Persuasive texts: Save the last word for me!
Lesson 55: Thinking about technology
Lesson 56: Entrepreneurs: Finding solutions to problems

TEKS	TX.74.4 (d) (4)	Reading, Grades 2-12. ELLs in Grades 2-12 may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. The following proficiency level descriptors for reading are sufficient to describe the overall English language proficiency levels of ELLs in this language domain in order to linguistically accommodate their instruction.
STUDENT EXPECTATION	74.4 (d) (4) (D)	Advanced high. Advanced high ELLs have the ability to read and understand, with minimal second language acquisition support, grade-appropriate English used in academic and social contexts. These students:
GRADE LEVEL EXPECTATION	4 (D) (i)	<p>Read and understand vocabulary at a level nearly comparable to that of their native English-speaking peers, with some exceptions when low-frequency or specialized vocabulary is used;</p> <p>Content Provider - USA TODAY Lesson 47: The Weather Page: Synthesizing information and drawing conclusions Lesson 55: Thinking about technology Lesson 56: Entrepreneurs: Finding solutions to problems</p>
GRADE LEVEL EXPECTATION	4 (D) (ii)	<p>Generally read grade-appropriate, familiar text with appropriate rate, speed, intonation, and expression;</p> <p>Content Provider - USA TODAY Lesson 4: Found poems Lesson 10: Using the Question Matrix Lesson 21: Summarizing and analyzing an article Lesson 23: Across the USA: Graphic representations Lesson 25: RAFT Lesson 28: Creating a narrative from a photograph Lesson 30: Discussion Web strategy: Comprehend, evaluate Lesson 31: Alphabet soup strategy for a summary Lesson 32: SQ3R: Discovering the main idea Lesson 34: Questioning the author: Discovering the author's point of view Lesson 35: Anticipation guide Lesson 37: Writing movie and TV reviews Lesson 41: React to reading with a Quick Write Lesson 44: Discovering the main idea Lesson 45: Expressing your opinion Lesson 46: Identifying contrasts Lesson 50: T.A.P.S.: Topic-Audience-Purpose-Speaker Lesson 53: USA TODAY Snapshots: From symbols to words Lesson 54: Persuasive texts: Save the last word for me! Lesson 55: Thinking about technology</p>

Lesson 56: Entrepreneurs: Finding solutions to problems

GRADE LEVEL EXPECTATION 4 (D) (iv)

Are able to apply, with minimal second language acquisition support and at a level nearly comparable to native English-speaking peers, basic and higher-order comprehension skills when reading grade-appropriate text.

Content Provider - USA TODAY

Lesson 1: Personal Poster

Lesson 2: Introducing USA TODAY

Lesson 3: The inverted pyramid

Lesson 4: Found poems

Lesson 5: Quick Write: Notetaking

Lesson 6: Why are advertisements effective?

Lesson 7: SMART

Lesson 8: Cornell Notes

Lesson 9: TV Tonight

Lesson 10: Using the Question Matrix

Lesson 11: Is the information reliable?

Lesson 12: Across the USA

Lesson 13: SQP2RS

Lesson 14: Letter to the editor

Lesson 15: Question, Answer, Relationship (QAR)

Lesson 16: Frayer Model

Lesson 17: Ad aware

Lesson 18: Analyzing problems

Lesson 19: USA TODAY Snapshots: Thinking about thinking

Lesson 20: USA TODAY Snapshots and Bloom's Taxonomy

Lesson 21: Summarizing and analyzing an article

Lesson 22: Vocabulary development

Lesson 23: Across the USA: Graphic representations

Lesson 24: ReQuest

Lesson 25: RAFT

Lesson 26: The Weather Page: Comparing data

Lesson 27: Reading and evaluating information

Lesson 28: Creating a narrative from a photograph

Lesson 29: Ad evaluation: What's for sale?

Lesson 30: Discussion Web strategy: Comprehend, evaluate

Lesson 31: Alphabet soup strategy for a summary

Lesson 32: SQ3R: Discovering the main idea

Lesson 33: Writing a scouting report: Interpreting sports statistics and information

Lesson 34: Questioning the author: Discovering the author's point of view

Lesson 35: Anticipation guide

Lesson 36: Critic's corner: Everyone's a critic!

Lesson 37: Writing movie and TV reviews

Lesson 38: Snapshots: Synthesize this!

Lesson 39: Reading the TV listings

Lesson 40: Predictions and inferences

Lesson 41: React to reading with a Quick Write
 Lesson 42: Movie reviews
 Lesson 43: Chain reactions
 Lesson 44: Discovering the main idea
 Lesson 45: Expressing your opinion
 Lesson 46: Identifying contrasts
 Lesson 47: The Weather Page: Synthesizing information and drawing conclusions
 Lesson 48: Cause & effect
 Lesson 49: Snapshots: Reading between the lines
 Lesson 50: T.A.P.S.:
 Topic-Audience-Purpose-Speaker
 Lesson 51: Persuasive text: How do they DO that?
 Lesson 52: Evaluating validity and reliability
 Lesson 53: USA TODAY Snapshots: From symbols to words
 Lesson 54: Persuasive texts: Save the last word for me!
 Lesson 55: Thinking about technology
 Lesson 56: Entrepreneurs: Finding solutions to problems

TEKS TX.74.4 (d) (6) Writing, Grades 2-12. ELLs in Grades 2-12 may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. The following proficiency level descriptors for writing are sufficient to describe the overall English language proficiency levels of ELLs in this language domain in order to linguistically accommodate their instruction.

STUDENT EXPECTATION 74.4 (d) (6) (A) Beginning. Beginning ELLs lack the English vocabulary and grasp of English language structures necessary to address grade-appropriate writing tasks meaningfully. These students:

GRADE LEVEL EXPECTATION 6 (A) (ii) Lack the English necessary to develop or demonstrate elements of grade-appropriate writing such as focus and coherence, conventions, organization, voice, and development of ideas in English; and

Content Provider - USA TODAY
 Lesson 31: Alphabet soup strategy for a summary
 Lesson 36: Critic's corner: Everyone's a critic!
 Lesson 45: Expressing your opinion
 Lesson 49: Snapshots: Reading between the lines
 Lesson 51: Persuasive text: How do they DO that?
 Lesson 53: USA TODAY Snapshots: From symbols to words

TEKS TX.74.4 (d) (6) Writing, Grades 2-12. ELLs in Grades 2-12 may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. The following proficiency level descriptors for writing are sufficient to describe the overall English language proficiency levels of ELLs in this language domain in order to linguistically accommodate their instruction.

STUDENT EXPECTATION	74.4 (d) (6) (A)	Beginning. Beginning ELLs lack the English vocabulary and grasp of English language structures necessary to address grade-appropriate writing tasks meaningfully. These students:
GRADE LEVEL EXPECTATION	6 (A) (iii)	Exhibit writing features typical at this level, including:
INDICATOR	6 (A) (iii) (I)	Ability to label, list, and copy; <p>Content Provider - USA TODAY Lesson 2: Introducing USA TODAY Lesson 3: The inverted pyramid Lesson 5: Quick Write: Notetaking Lesson 11: Is the information reliable? Lesson 17: Ad aware Lesson 18: Analyzing problems Lesson 23: Across the USA: Graphic representations Lesson 25: RAFT Lesson 40: Predictions and inferences Lesson 42: Movie reviews Lesson 45: Expressing your opinion Lesson 48: Cause & effect Lesson 49: Snapshots: Reading between the lines Lesson 51: Persuasive text: How do they DO that? Lesson 53: USA TODAY Snapshots: From symbols to words Lesson 54: Persuasive texts: Save the last word for me! Lesson 56: Entrepreneurs: Finding solutions to problems</p>
INDICATOR	6 (A) (iii) (II)	High-frequency words/phrases and short, simple sentences (or even short paragraphs) based primarily on recently practiced, memorized, or highly familiar material; this type of writing may be quite accurate; <p>Content Provider - USA TODAY Lesson 6: Why are advertisements effective? Lesson 10: Using the Question Matrix Lesson 12: Across the USA Lesson 25: RAFT Lesson 30: Discussion Web strategy: Comprehend, evaluate Lesson 31: Alphabet soup strategy for a summary Lesson 38: Snapshots: Synthesize this! Lesson 49: Snapshots: Reading between the lines Lesson 53: USA TODAY Snapshots: From symbols to words Lesson 54: Persuasive texts: Save the last word for me! Lesson 55: Thinking about technology</p>
INDICATOR	6 (A) (iii) (III)	Present tense used primarily; and

		<p>Content Provider - USA TODAY Lesson 53: USA TODAY Snapshots: From symbols to words</p>
INDICATOR	6 (A) (iii) (IV)	<p>Frequent primary language features (spelling patterns, word order, literal translations, and words from the student's primary language) and other errors associated with second language acquisition may significantly hinder or prevent understanding, even for individuals accustomed to the writing of ELLs.</p> <p>Content Provider - USA TODAY Lesson 18: Analyzing problems Lesson 53: USA TODAY Snapshots: From symbols to words</p>
TEKS	TX.74.4 (d) (6)	<p>Writing, Grades 2-12. ELLs in Grades 2-12 may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. The following proficiency level descriptors for writing are sufficient to describe the overall English language proficiency levels of ELLs in this language domain in order to linguistically accommodate their instruction.</p>
STUDENT EXPECTATION	74.4 (d) (6) (B)	<p>Intermediate. Intermediate ELLs have enough English vocabulary and enough grasp of English language structures to address grade-appropriate writing tasks in a limited way. These students:</p>
GRADE LEVEL EXPECTATION	6 (B) (iii)	<p>Exhibit writing features typical at this level, including:</p>
INDICATOR	6 (B) (iii) (V)	<p>Present tense used most accurately; simple future and past tenses, if attempted, are used inconsistently or with frequent inaccuracies;</p> <p>Content Provider - USA TODAY Lesson 53: USA TODAY Snapshots: From symbols to words</p>
INDICATOR	6 (B) (iii) (VI)	<p>Undetailed descriptions, explanations, and narrations; difficulty expressing abstract ideas;</p> <p>Content Provider - USA TODAY Lesson 6: Why are advertisements effective? Lesson 7: SMART Lesson 10: Using the Question Matrix Lesson 18: Analyzing problems Lesson 23: Across the USA: Graphic representations Lesson 25: RAFT Lesson 27: Reading and evaluating information Lesson 28: Creating a narrative from a photograph Lesson 29: Ad evaluation: What's for sale? Lesson 41: React to reading with a Quick Write Lesson 42: Movie reviews Lesson 47: The Weather Page: Synthesizing information and drawing conclusions</p>

Lesson 48: Cause & effect
 Lesson 50: T.A.P.S.:
 Topic-Audience-Purpose-Speaker
 Lesson 52: Evaluating validity and reliability
 Lesson 54: Persuasive texts: Save the last word for me!
 Lesson 55: Thinking about technology
 Lesson 56: Entrepreneurs: Finding solutions to problems

TEKS TX.74.4 (d) (6) Writing, Grades 2-12. ELLs in Grades 2-12 may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. The following proficiency level descriptors for writing are sufficient to describe the overall English language proficiency levels of ELLs in this language domain in order to linguistically accommodate their instruction.

STUDENT EXPECTATION 74.4 (d) (6) (C) Advanced. Advanced ELLs have enough English vocabulary and command of English language structures to address grade-appropriate writing tasks, although second language acquisition support is needed. These students:

GRADE LEVEL EXPECTATION 6 (C) (i) Are able to use the English language, with second language acquisition support, to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction;

Content Provider - USA TODAY

Lesson 36: Critic's corner: Everyone's a critic!
 Lesson 44: Discovering the main idea
 Lesson 49: Snapshots: Reading between the lines

GRADE LEVEL EXPECTATION 6 (C) (ii) Know enough English to be able to develop or demonstrate elements of grade-appropriate writing in English, although second language acquisition support is particularly needed when topics are abstract, academically challenging, or unfamiliar; and

Content Provider - USA TODAY

Lesson 36: Critic's corner: Everyone's a critic!
 Lesson 44: Discovering the main idea
 Lesson 49: Snapshots: Reading between the lines

TEKS TX.74.4 (d) (6) Writing, Grades 2-12. ELLs in Grades 2-12 may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. The following proficiency level descriptors for writing are sufficient to describe the overall English language proficiency levels of ELLs in this language domain in order to linguistically accommodate their instruction.

STUDENT EXPECTATION 74.4 (d) (6) (C) Advanced. Advanced ELLs have enough English vocabulary and command of English language structures to address grade-appropriate writing tasks, although second language acquisition support is

		needed. These students:
GRADE LEVEL EXPECTATION	6 (C) (iii)	Exhibit writing features typical at this level, including:
INDICATOR	6 (C) (iii) (I)	Grasp of basic verbs, tenses, grammar features, and sentence patterns; partial grasp of more complex verbs, tenses, grammar features, and sentence patterns; Content Provider - USA TODAY Lesson 6: Why are advertisements effective? Lesson 53: USA TODAY Snapshots: From symbols to words
INDICATOR	6 (C) (iii) (IV)	Narrations, explanations, and descriptions developed in some detail with emerging clarity; quality or quantity declines when abstract ideas are expressed, academic demands are high, or low-frequency vocabulary is required; Content Provider - USA TODAY Lesson 6: Why are advertisements effective? Lesson 7: SMART Lesson 10: Using the Question Matrix Lesson 18: Analyzing problems Lesson 23: Across the USA: Graphic representations Lesson 25: RAFT Lesson 27: Reading and evaluating information Lesson 28: Creating a narrative from a photograph Lesson 29: Ad evaluation: What's for sale? Lesson 41: React to reading with a Quick Write Lesson 42: Movie reviews Lesson 45: Expressing your opinion Lesson 47: The Weather Page: Synthesizing information and drawing conclusions Lesson 48: Cause & effect Lesson 50: T.A.P.S.: Topic-Audience-Purpose-Speaker Lesson 52: Evaluating validity and reliability Lesson 54: Persuasive texts: Save the last word for me! Lesson 55: Thinking about technology Lesson 56: Entrepreneurs: Finding solutions to problems
INDICATOR	6 (C) (iii) (V)	Occasional second language acquisition errors; and Content Provider - USA TODAY Lesson 4: Found poems Lesson 25: RAFT Lesson 29: Ad evaluation: What's for sale? Lesson 36: Critic's corner: Everyone's a critic!
INDICATOR	6 (C) (iii) (VI)	Communications are usually understood by individuals not accustomed to the writing of ELLs.

Content Provider - USA TODAY

Lesson 14: Letter to the editor

Lesson 29: Ad evaluation: What's for sale?

Lesson 42: Movie reviews

Lesson 45: Expressing your opinion

Lesson 53: USA TODAY Snapshots: From symbols to words

TEKS

TX.74.4 (d) (6) Writing, Grades 2-12. ELLs in Grades 2-12 may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. The following proficiency level descriptors for writing are sufficient to describe the overall English language proficiency levels of ELLs in this language domain in order to linguistically accommodate their instruction.

STUDENT EXPECTATION

74.4 (d) (6) (D) Advanced high. Advanced high ELLs have acquired the English vocabulary and command of English language structures necessary to address grade-appropriate writing tasks with minimal second language acquisition support. These students:

GRADE LEVEL EXPECTATION 6 (D) (i)

Are able to use the English language, with minimal second language acquisition support, to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction;

Content Provider - USA TODAY

Lesson 36: Critic's corner: Everyone's a critic!

Lesson 44: Discovering the main idea

Lesson 49: Snapshots: Reading between the lines

GRADE LEVEL EXPECTATION 6 (D) (ii)

Know enough English to be able to develop or demonstrate, with minimal second language acquisition support, elements of grade-appropriate writing in English; and

Content Provider - USA TODAY

Lesson 36: Critic's corner: Everyone's a critic!

Lesson 44: Discovering the main idea

Lesson 49: Snapshots: Reading between the lines

TEKS

TX.74.4 (d) (6) Writing, Grades 2-12. ELLs in Grades 2-12 may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. The following proficiency level descriptors for writing are sufficient to describe the overall English language proficiency levels of ELLs in this language domain in order to linguistically accommodate their instruction.

STUDENT EXPECTATION

74.4 (d) (6) (D) Advanced high. Advanced high ELLs have acquired the English vocabulary and command of English language structures necessary to address grade-appropriate writing tasks with minimal second

		language acquisition support. These students:
GRADE LEVEL EXPECTATION	6 (D) (iii)	Exhibit writing features typical at this level, including:
INDICATOR	6 (D) (iii) (I)	Nearly comparable to writing of native English-speaking peers in clarity and precision with regard to English vocabulary and language structures, with occasional exceptions when writing about academically complex ideas, abstract ideas, or topics requiring low-frequency vocabulary;
		Content Provider - USA TODAY Lesson 45: Expressing your opinion
INDICATOR	6 (D) (iii) (II)	Occasional difficulty with naturalness of phrasing and expression; and
		Content Provider - USA TODAY Lesson 45: Expressing your opinion
INDICATOR	6 (D) (iii) (III)	Errors associated with second language acquisition are minor and usually limited to low-frequency words and structures; errors rarely interfere with communication.
		Content Provider - USA TODAY Lesson 45: Expressing your opinion