

A photograph showing three students from the waist down, sitting cross-legged on the floor and reading books. One student on the left wears a pink long-sleeved shirt and dark pants. The middle student wears a teal long-sleeved shirt and dark pants. The student on the right wears a light blue long-sleeved shirt and dark pants. They are all holding open books.

TEKS CORRELATION

GO! EMERGE

TEKS

Correlated to Texas Essential Knowledge and Skills

English Learners Language Arts and Reading
7th Grade



***GO! Emerge* and the ELLA TEKS**

About the ELLA TEKS

The English Learners Language Arts (ELLA) TEKS were developed specifically for English Learners in grades 7 and 8. They include the same seven strands found in the TEKS for English Language Arts and Reading and incorporate the four domains of language to accelerate the acquisition of language skills. The seven strands are intended to be integrated for instructional purposes and are recursive in nature. As students obtain skills and knowledge in each of the strands, they are expected to apply earlier standards with greater depth and increasingly complex texts. To demonstrate their knowledge and meet the new ELLA TEKS, English Learners will need additional scaffolds, such as pictures, glossaries, and other modes of comprehensible input throughout the stages of English language acquisition. *Note: This information is modified from 19 TAC §128.22(b), Texas Education Agency.*

English Language Proficiency Standards Correlations

***GO! Emerge* supports the following ELPS:**

- 1.A, 1.B, 1.C, 1.E, 1.F, 1.H
- 2.A, 2.B, 2.C, 2.D, 2.E, 2.F
- 3.A, 3.B, 3.C, 3.D, 3.E, 3.F, 3.G, 3.J
- 4.A, 4.B, 4.C, 4.D, 4.E, 4.F, 4.G, 4.H, 4.I, 4.J

About *GO! Emerge*

GO! Emerge is a supplemental resource for emergent readers. The books, combined with the instructional support, allow teachers to differentiate instruction and begin addressing grade level standards, like the ELLA TEKS, with students who are acquiring English. The books are written at true emergent levels with full-color photographs on every page to support comprehension and engage readers. The Teacher's Guide includes ideas for instruction and opportunities to address several comprehension skills.

Because the books are designed for emergent readers, the standards correlations for these resources are found primarily in the Developing and Sustaining Foundational Language Skills and Comprehension Skills strands of the TEKS. With a few teacher modifications, the books and lessons can also address several student expectations in the Response Skills and Multiple Genres strands.

How to use these documents

For each title in *GO! Emerge*, the TEKS chart shows the letters *TG* for the student expectations a teacher will address when following the lessons in the *GO! Emerge* Teacher's Guide. The letters *BK* indicate additional student expectations a teacher can address by writing new lessons or making lesson modifications.

Please note, because *GO! Emerge* is a supplemental resource, only the most frequently addressed student expectations and strands are listed on the chart.

About additional Saddleback resources

An additional resource, *GO! Engage*, features a slightly higher reading level and word count to address the recursive nature of the TEKS as students acquire more language and progress in reading.

GO! Emerge: English Learners Language Arts (ELLA) Standards-Grade 7 Correlations

	Adventure	Arts	Biology	Insects/Arachnids/Reptiles	Mystery
Howl	The Mine	Storm	Deep	Spiders	Fear
(1) Developing and sustaining foundational language skills—oral language. The student develops oral language through listening, speaking, and discussion. Based on the student's language proficiency level, the student is expected to:	TG	TG	TG	Rare	Shiny Woods
(E) <i>develop social communication and produce oral language in contextualized and purposeful ways</i>	TG	TG	TG	Hatch	Circles
2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. Based on the student's language proficiency level, the student is expected to:	TG	TG	TG	TG	TG
(B) <i>write complete words, thoughts, and answers legibly</i>	TG	TG	TG	TG	TG
3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, the student is expected to:	TG	TG	TG	TG	TG
(A) <i>use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech</i>	BK	BK	BK	BK	BK
(D) <i>identify and use words that name actions, directions, positions, sequences, and locations</i>	TG				
(F) <i>investigate expressions such as idioms and word relationships such as antonyms, synonyms, and analogies</i>	TG	TG	BK	TG	BK
4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. Based on the student's language proficiency level, the student is expected to use appropriate fluency (rate, accuracy, and prosody) and adjust fluency when reading grade-level text based on the reading purpose.	TG	TG	TG	TG	TG
(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. Based on the student's language proficiency level, the student is expected to self-select text and read independently for a sustained period of time.	TG	TG	TG	TG	TG

NOTE:
TG = TEKS addressed in Teacher's Guide Lessons and Activities
BK = Additional TEKS that can be addressed with this book

*ELPS Correlations - Refer to introduction page for correlations

GO! Emerge: English Learners Language Arts (ELLA) Standards-Grade 7 Correlations

		Adventure		Arts		Biology		Insects/Arachnids/Reptiles		Mystery	
How!	The Mine	Storm	Deep	Moves	Poet	Circles of Life	Luck	Hatch	Rare	Spiders	Shiny Woods
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to:											
<i>(A) establish purpose for reading assigned and self-selected texts</i>	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG
<i>(B) generate questions about text before, during, and after reading to deepen understanding and gain information</i>	BK	BK	BK	BK	BK	BK	BK	BK	BK	BK	BK
<i>(C) make, correct, or confirm predictions using text features, characteristics of genre, and structures</i>	BK	TG	BK	TG	TG	BK	TG	BK	TG	BK	TG
<i>(E) make connections to personal experiences, ideas in other texts, and society</i>	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG
<i>(F) make inferences and use evidence to support understanding</i>		TG			TG			TG		TG	
<i>(G) evaluate details read to determine key ideas</i>			BK	TG		BK		BK		TG	
<i>(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down</i>	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG
(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, the student is expected to:											
<i>(A) describe personal connections to a variety of sources, including self-selected texts</i>											
<i>(B) write responses that demonstrate understanding of texts, including comparing sources within and across genres</i>			TG				TG		TG		BK
<i>(C) use text evidence to support an appropriate response</i>	TG	TG		TG	TG				TG		TG
<i>(D) paraphrase and summarize texts in ways that maintain meaning and logical order</i>	BK	BK	BK	BK	BK	BK	TG	BK	BK	BK	BK
<i>(G) discuss and write about the explicit or implicit meanings of text</i>											
<i>(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice</i>	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG
<i>(I) reflect on and adjust responses as new evidence is presented</i>											

NOTE:
TG = TEKS addressed in Teacher's Guide Lessons and Activities
BK = Additional TEKS that can be addressed with this book
*ELPS Correlations - Refer to introduction page for correlations

GO! Emerge: English Learners Language Arts (ELLA) Standards-Grade 7 Correlations

	Adventure	Arts	Biology	Insects/Arachnids/Reptiles	Mystery
Howl	The Mine	Storm	Deep	Poet	Moves
(8) Multiple genres; listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. Based on the student's language proficiency level, the student is expected to:					
(B) analyze how characters' qualities influence events and resolution of the conflict	BK	BK	TG	BK	BK
(C) analyze plot elements, including the use of foreshadowing and suspense, to advance the plot	BK	BK	BK	BK	TG
(D) analyze how the setting influences character and plot development	TG	BK	TG	BK	BK
(9) Multiple genres; listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. Based on the student's language proficiency level, the student is expected to:					
(A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, myths, fantasy, and science fiction	TG	TG	BK	BK	BK
(D) analyze characteristics and structural elements of informational text, including:					
(i) features such as references or acknowledgements, chapters, sections, subsections, bibliography, tables, graphs, captions, bullets, and numbers		TG		TG	TG
(iii) organizational patterns that support multiple topics, categories, and subcategories				BK	
(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. Based on the student's language proficiency level, the student is expected to:					
(B) analyze how the use of text structure contributes to the author's purpose					BK
(C) analyze the author's use of print and graphic features to achieve specific purposes			TG		TG
(E) identify the use of literary devices, including subjective and objective point of view				TG	TG
NOTE:					
TG = TEKS addressed in Teacher's Guide Lessons and Activities					
BK = Additional TEKS that can be addressed with this book					
*ELPS Correlations - Refer to introduction page for correlations					

GO! Emerge Standards Alignment:
Grade 7 English Learner Language Arts TEKS

Saddleback Educational Publishing

GO! Emerge: Standards Alignment: Grade 7 English Learner Language Arts TEKS

Genre: Adventure
Title: *Howl*

TEKS addressed by lessons and activities in the Saddleback Teacher's Guide:

- (1) **Developing and sustaining foundational language skills—oral language.** The student develops oral language through listening, speaking, and discussion. Based on the student's language proficiency level, the student is expected to:
- (E) develop social communication and produce oral language in contextualized and purposeful ways
- (2) **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.** The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. Based on the student's language proficiency level, the student is expected to:
- (B) write complete words, thoughts, and answers legibly
- (3) **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary.** The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, the student is expected to:
- (F) investigate expressions such as idioms and word relationships such as antonyms, synonyms, and analogies
- (4) **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency.** The student reads grade-level text with fluency and comprehension. Based on the student's language proficiency level, the student is expected to use appropriate fluency (rate, accuracy, and prosody) and adjust fluency when reading grade-level text based on the reading purpose.
- (5) **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading.** The student reads grade-appropriate texts independently. Based on the student's language proficiency level, the student is expected to self-select text and read independently for a sustained period of time.
- (6) **Comprehension skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to:
- (A) establish purpose for reading assigned and self-selected texts
 - (E) make connections to personal experiences, ideas in other texts, and society
 - (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down
- (7) **Response skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, the student is expected to:
- (C) use text evidence to support an appropriate response
 - (H) respond orally or in writing with appropriate register, vocabulary, tone, and voice
- (8) **Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements.** The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. Based on the student's language proficiency level, the student is expected to:
- (D) analyze how the setting influences character and plot development

GO! Emerge: Standards Alignment: Grade 7 English Learner Language Arts TEKS

(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. Based on the student's language proficiency level, the student is expected to:

(A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, myths, fantasy, and science fiction

Additional TEKS that can be addressed with this title:

(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. **Based on the student's language proficiency level, the student is expected to:**

- (A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech

(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. **Based on the student's language proficiency level, the student is expected to:**

(B) generate questions about text before, during, and after reading to deepen understanding and gain information

(C) make, correct, or confirm predictions using text features, characteristics of genre, and structures

(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. **Based on the student's language proficiency level, the student is expected to:**

(D) paraphrase and summarize texts in ways that maintain meaning and logical order

(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. **Based on the student's language proficiency level, the student is expected to:**

(B) analyze how characters' qualities influence events and resolution of the conflict

(C) analyze plot elements, including the use of foreshadowing and suspense, to advance the plot

GO! Emerge supports the following ELPS:

- 1.A, 1.B, 1.C, 1.E, 1.F, 1.H
2.A, 2.B, 2.C, 2.D, 2.E, 2.F
3.A, 3.B, 3.C, 3.D, 3.E, 3.F, 3.G, 3.J
4.A-J

GO! Emerge: Standards Alignment: Grade 7 English Learner Language Arts TEKS

Genre: Adventure
Title: *The Mine*

TEKS addressed by lessons and activities in the Saddleback Teacher's Guide:

(1) **Developing and sustaining foundational language skills—oral language.** The student develops oral language through listening, speaking, and discussion. Based on the student's language proficiency level, the student is expected to:
(E) develop social communication and produce oral language in contextualized and purposeful ways

(2) **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.** The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. Based on the student's language proficiency level, the student is expected to:
(B) write complete words, thoughts, and answers legibly

(3) **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary.** The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, the student is expected to:
(D) identify and use words that name actions, directions, positions, sequences, and locations
(F) investigate expressions such as idioms and word relationships such as antonyms, synonyms, and analogies

(4) **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency.** The student reads grade-level text with fluency and comprehension. Based on the student's language proficiency level, the student is expected to use appropriate fluency (rate, accuracy, and prosody) and adjust fluency when reading grade-level text based on the reading purpose.

(5) **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading.** The student reads grade-appropriate texts independently. Based on the student's language proficiency level, the student is expected to self-select text and read independently for a sustained period of time.

(6) **Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.** The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to:
(A) establish purpose for reading assigned and self-selected texts
(C) make, correct, or confirm predictions using text features, characteristics of genre, and structures
(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down

(7) **Response skills: listening, speaking, reading, writing, and thinking using multiple texts--genres.** The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, the student is expected to:
(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice

(9) **Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.** The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. Based on the student's language proficiency level, the student is expected to:
(A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, myths, fantasy, and science fiction

GO! Emerge: Standards Alignment: Grade 7 English Learner Language Arts TEKS

Additional TEKS that can be addressed with this title:

- (3) **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary expressively. Based on the student's language proficiency level, the student is expected to:**
- (A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech
- (6) **Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to:**
- (B) generate questions about text before, during, and after reading to deepen understanding and gain information
- (7) **Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, the student is expected to:**
- (D) paraphrase and summarize texts in ways that maintain meaning and logical order
- (8) **Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. Based on the student's language proficiency level, the student is expected to:**
- (B) analyze how characters' qualities influence events and resolution of the conflict
 - (C) analyze plot elements, including the use of foreshadowing and suspense, to advance the plot
 - (D) analyze how the setting influences character and plot development

GO! Emerge supports the following ELPS:

- 1.A, 1.B, 1.C, 1.E, 1.F, 1.H
- 2.A, 2.B, 2.C, 2.D, 2.E, 2.F
- 3.A, 3.B, 3.C, 3.D, 3.E, 3.F, 3.G, 3.J
- 4.A-J

GO! Emerge: Standards Alignment: Grade 7 English Learner Language Arts TEKS

Genre: Adventure
Title: *Storm*

TEKS addressed by lessons and activities in the Saddleback Teacher's Guide:

(1) Developing and sustaining foundational language skills—oral language. The student develops oral language through listening, speaking, and discussion. Based on the student's language proficiency level, the student is expected to:
(E) develop social communication and produce oral language in contextualized and purposeful ways

(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. Based on the student's language proficiency level, the student is expected to:
(B) write complete words, thoughts, and answers legibly

(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. Based on the student's language proficiency level, the student is expected to use appropriate fluency (rate, accuracy, and prosody) and adjust fluency when reading grade-level text based on the reading purpose.

(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. Based on the student's language proficiency level, the student is expected to self-select text and read independently for a sustained period of time.

(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to:
(A) establish purpose for reading assigned and self-selected texts
(E) make connections to personal experiences, ideas in other texts, and society
(F) make inferences and use evidence to support understanding
(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down

(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, the student is expected to:
(B) write responses that demonstrate understanding of texts, including comparing sources within and across genres
(C) use text evidence to support an appropriate response
(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice

(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. Based on the student's language proficiency level, the student is expected to:
(B) analyze how characters' qualities influence events and resolution of the conflict

GO! Emerge: Standards Alignment: Grade 7 English Learner Language Arts TEKS

Additional TEKS that can be addressed with this title:

(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, the student is expected to:

- (A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech

(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to:

(B) generate questions about text before, during, and after reading to deepen understanding and gain information
(C) make, correct, or confirm predictions using text features, characteristics of genre, and structures

(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, the student is expected to:

(D) paraphrase and summarize texts in ways that maintain meaning and logical order

(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. Based on the student's language proficiency level, the student is expected to:

(C) analyze plot elements, including the use of foreshadowing and suspense, to advance the plot

(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. Based on the student's language proficiency level, the student is expected to:

(A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, myths, fantasy, and science fiction

Go! Emerge supports the following ELPS:

- 1.A, 1.B, 1.C, 1.E, 1.F, 1.H
2.A, 2.B, 2.C, 2.D, 2.E, 2.F
3.A, 3.B, 3.C, 3.D, 3.E, 3.F, 3.G, 3.J
4.A-J

GO! Emerge: Standards Alignment: Grade 7 English Learner Language Arts TEKS

Genre: Adventure
Title: Deep

TEKS addressed by lessons and activities in the Saddleback Teacher's Guide:

- (1) **Developing and sustaining foundational language skills—oral language.** The student develops oral language through listening, speaking, and discussion. Based on the student's language proficiency level, the student is expected to:
- (E) develop social communication and produce oral language in contextualized and purposeful ways
- (2) **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.** The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. Based on the student's language proficiency level, the student is expected to:
- (B) write complete words, thoughts, and answers legibly
- (4) **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency.** The student reads grade-level text with fluency and comprehension. Based on the student's language proficiency level, the student is expected to use appropriate fluency (rate, accuracy, and prosody) and adjust fluency when reading grade-level text based on the reading purpose.
- (5) **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading.** The student reads grade-appropriate texts independently. Based on the student's language proficiency level, the student is expected to self-select text and read independently for a sustained period of time.
- (6) **Comprehension skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to:
- (A) establish purpose for reading assigned and self-selected texts
 - (E) make connections to personal experiences, ideas in other texts, and society
 - (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down
- (7) **Response skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, the student is expected to:
- (H) respond orally or in writing with appropriate register, vocabulary, tone, and voice
- (9) **Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.** The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. Based on the student's language proficiency level, the student is expected to:
- (D) analyze characteristics and structural elements of informational text, including:
 - (ii) features such as references or acknowledgements, chapters, sections, subsections, bibliography, tables, graphs, captions, bullets, and numbers
- (10) **Author's purpose and craft:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. Based on the student's language proficiency level, the student is expected to:
- (C) analyze the author's use of print and graphic features to achieve specific purposes

GO! Emerge: Standards Alignment: Grade 7 English Learner Language Arts TEKS

Additional TEKS that can be addressed with this title:

(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, the student is expected to:

- (A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech

(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to:

- (B) generate questions about text before, during, and after reading to deepen understanding and gain information
(G) evaluate details read to determine key ideas

(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, the student is expected to:

- (D) paraphrase and summarize texts in ways that maintain meaning and logical order

GO! Emerge supports the following ELPS:

- 1.A, 1.B, 1.C, 1.E, 1.F, 1.H
2.A, 2.B, 2.C, 2.D, 2.E, 2.F
3.A, 3.B, 3.C, 3.D, 3.E, 3.F, 3.G, 3.J
4.A-J

GO! Emerge: Standards Alignment: Grade 7 English Learner Language Arts TEKS

Genre: Arts
Title: Act I

TEKS addressed by lessons and activities in the Saddleback Teacher's Guide:

- (1) Developing and sustaining foundational language skills—oral language.** The student develops oral language through listening, speaking, and discussion. Based on the student's language proficiency level, the student is expected to:
- (E) develop social communication and produce oral language in contextualized and purposeful ways
- (2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.** The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. Based on the student's language proficiency level, the student is expected to:
- (B) write complete words, thoughts, and answers legibly
- (4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency.** The student reads grade-level text with fluency and comprehension. Based on the student's language proficiency level, the student is expected to use appropriate fluency (rate, accuracy, and prosody) and adjust fluency when reading grade-level text based on the reading purpose.
- (5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading.** The student reads grade-appropriate texts independently. Based on the student's language proficiency level, the student is expected to self-select text and read independently for a sustained period of time.
- (6) Comprehension skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to:
- (A) establish purpose for reading assigned and self-selected texts
 - (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures
 - (E) make connections to personal experiences, ideas in other texts, and society
 - (G) evaluate details read to determine key ideas
 - (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down
- (7) Response skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, the student is expected to:
- (C) use text evidence to support an appropriate response
 - (H) respond orally or in writing with appropriate register, vocabulary, tone, and voice

GO! Emerge: Standards Alignment: Grade 7 English Learner Language Arts TEKS

Additional TEKS that can be addressed with this title:

(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary and thinking--vocabulary. The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, the student is expected to:

- (A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech
- (F) investigate expressions such as idioms and word relationships such as antonyms, synonyms, and analogies

(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to:

- (B) generate questions about text before, during, and after reading to deepen understanding and gain information

(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, the student is expected to:

- (D) paraphrase and summarize texts in ways that maintain meaning and logical order

(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. Based on the student's language proficiency level, the student is expected to:

- (B) analyze how characters' qualities influence events and resolution of the conflict
- (C) analyze plot elements, including the use of foreshadowing and suspense, to advance the plot
- (D) analyze how the setting influences character and plot development

(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. Based on the student's language proficiency level, the student is expected to:

- (A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, myths, fantasy, and science fiction

GO! Emerge supports the following ELPS:

- 1.A, 1.B, 1.C, 1.E, 1.F, 1.H
- 2.A, 2.B, 2.C, 2.D, 2.E, 2.F
- 3.A, 3.B, 3.C, 3.D, 3.E, 3.F, 3.G, 3.J

GO! Emerge: Standards Alignment: Grade 7 English Learner Language Arts TEKS

<p>Genre: Arts Title: <i>Moves</i></p> <p>TEKS addressed by lessons and activities in the Saddleback Teacher's Guide:</p> <p>(1) Developing and sustaining foundational language skills—oral language. The student develops oral language through listening, speaking, and discussion. Based on the student's language proficiency level, the student is expected to:</p> <p>(E) develop social communication and produce oral language in contextualized and purposeful ways</p> <p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. Based on the student's language proficiency level, the student is expected to:</p> <p>(B) write complete words, thoughts, and answers legibly</p> <p>(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. Based on the student's language proficiency level, the student is expected to use appropriate fluency (rate, accuracy, and prosody) and adjust fluency when reading grade-level text based on the reading purpose.</p> <p>(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. Based on the student's language proficiency level, the student is expected to self-select text and read independently for a sustained period of time.</p> <p>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to:</p> <p>(A) establish purpose for reading assigned and self-selected texts (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures (E) make connections to personal experiences, ideas in other texts, and society (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down</p> <p>(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, the student is expected to:</p> <p>(C) use text evidence to support an appropriate response (H) respond orally or in writing with appropriate register, vocabulary, tone, and voice</p> <p>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. Based on the student's language proficiency level, the student is expected to:</p> <p>(B) analyze how characters' qualities influence events and resolution of the conflict</p>	<p><i>GO! Emerge</i></p> <p><i>Moves</i></p>
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GO! Emerge: Standards Alignment: Grade 7 English Learner Language Arts TEKS

Additional TEKS that can be addressed with this title:

(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, the student is expected to:

- (A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech
- (F) investigate expressions such as idioms and word relationships such as antonyms, synonyms, and analogies

(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to:

- (B) generate questions about text before, during, and after reading to deepen understanding and gain information

(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, the student is expected to:

- (D) paraphrase and summarize texts in ways that maintain meaning and logical order

(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. Based on the student's language proficiency level, the student is expected to:

- (C) analyze plot elements, including the use of foreshadowing and suspense, to advance the plot

(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. Based on the student's language proficiency level, the student is expected to:

- (A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, myths, fantasy, and science fiction

GO! Emerge supports the following ELPS:

- 1.A, 1.B, 1.C, 1.E, 1.F, 1.H
- 2.A, 2.B, 2.C, 2.D, 2.E, 2.F
- 3.A, 3.B, 3.C, 3.D, 3.E, 3.F, 3.G, 3.J

4 A-J

GO! Emerge: Standards Alignment: Grade 7 English Learner Language Arts TEKS

Genre: Arts
Title: Poet

TEKS addressed by lessons and activities in the Saddleback Teacher's Guide:

- (1) Developing and sustaining foundational language skills—oral language.** The student develops oral language through listening, speaking, and discussion. Based on the student's language proficiency level, the student is expected to:
- (E) develop social communication and produce oral language in contextualized and purposeful ways
- (2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.** The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. Based on the student's language proficiency level, the student is expected to:
- (B) write complete words, thoughts, and answers legibly
- (4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency.** The student reads grade-level text with fluency and comprehension. Based on the student's language proficiency level, the student is expected to use appropriate fluency (rate, accuracy, and prosody) and adjust fluency when reading grade-level text based on the reading purpose.
- (5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading.** The student reads grade-appropriate texts independently. Based on the student's language proficiency level, the student is expected to self-select text and read independently for a sustained period of time.
- (6) Comprehension skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to:
- (A) establish purpose for reading assigned and self-selected texts
 - (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures
 - (E) make connections to personal experiences, ideas in other texts, and society
 - (F) make inferences and use evidence to support understanding
 - (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
- (7) Response skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, the student is expected to:
- (C) use text evidence to support an appropriate response
 - (H) respond orally or in writing with appropriate register, vocabulary, tone, and voice

GO! Emerge supports the following ELPS:
1.A, 1.B, 1.C, 1.E, 1.F, 1.H
2.A, 2.B, 2.C, 2.D, 2.E, 2.F
3.A, 3.B, 3.C, 3.D, 3.E, 3.F, 3.G, 3.J
4.A-J

GO! Emerge: Standards Alignment: Grade 7 English Learner Language Arts TEKS

Additional TEKS that can be addressed with this title:

- (3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, the student is expected to:**
- (A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech
- (6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to:**
- (B) generate questions about text before, during, and after reading to deepen understanding and gain information
- (7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, the student is expected to:**
- (D) paraphrase and summarize texts in ways that maintain meaning and logical order
- (8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. Based on the student's language proficiency level, the student is expected to:**
- (B) analyze how characters' qualities influence events and resolution of the conflict
- (C) analyze plot elements, including the use of foreshadowing and suspense, to advance the plot
- (9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. Based on the student's language proficiency level, the student is expected to:**
- (A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, myths, fantasy, and science fiction

Go! Emerge supports the following ELPS:

- 1.A, 1.B, 1.C, 1.E, 1.F, 1.H
2.A, 2.B, 2.C, 2.D, 2.E, 2.F
3.A, 3.B, 3.C, 3.D, 3.E, 3.F, 3.G, 3.J
4.A-J

GO! Emerge: Standards Alignment: Grade 7 English Learner Language Arts TEKS

Genre: Arts Title: <i>Toons</i>	<p>TEKS addressed by lessons and activities in the Saddleback Teacher's Guide:</p> <p>(1) Developing and sustaining foundational language skills—oral language. The student develops oral language through listening, speaking, and discussion. Based on the student's language proficiency level, the student is expected to:</p> <ul style="list-style-type: none">(E) develop social communication and produce oral language in contextualized and purposeful ways <p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. Based on the student's language proficiency level, the student is expected to:</p> <ul style="list-style-type: none">(B) write complete words, thoughts, and answers legibly <p>(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. Based on the student's language proficiency level, the student is expected to use appropriate fluency (rate, accuracy, and prosody) and adjust fluency when reading grade-level text based on the reading purpose.</p> <p>(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. Based on the student's language proficiency level, the student is expected to self-select text and read independently for a sustained period of time.</p> <p>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to:</p> <ul style="list-style-type: none">(A) establish purpose for reading assigned and self-selected texts(E) make connections to personal experiences, ideas in other texts, and society(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. <p>(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, the student is expected to:</p> <ul style="list-style-type: none">(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice <p>(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. Based on the student's language proficiency level, the student is expected to:</p> <ul style="list-style-type: none">(D) analyze characteristics and structural elements of informational text, including:<ul style="list-style-type: none">(ii) features such as references or acknowledgements, chapters, sections, subsections, bibliography, tables, graphs, captions, bullets, and numbers and <p>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. Based on the student's language proficiency level, the student is expected to:</p> <ul style="list-style-type: none">(C) analyze the author's use of print and graphic features to achieve specific purposes
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GO! Emerge: Standards Alignment: Grade 7 English Learner Language Arts TEKS

Additional TEKS that can be addressed with this title:

(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively.
Based on the student's language proficiency level, the student is expected to:

- (A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech

(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to:
(B) generate questions about text before, during, and after reading to deepen understanding and gain information
(C) make, correct, or confirm predictions using text features, characteristics of genre, and structures
(G) evaluate details read to determine key ideas

(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, the student is expected to:
(D) paraphrase and summarize texts in ways that maintain meaning and logical order

GO! Emerge supports the following ELPS:

- 1.A, 1.B, 1.C, 1.E, 1.F, 1.H
2.A, 2.B, 2.C, 2.D, 2.E, 2.F
3.A, 3.B, 3.C, 3.D, 3.E, 3.F, 3.G, 3.J
4.A-J

GO! Emerge: Standards Alignment: Grade 7 English Learner Language Arts TEKS

Genre: Biology
Title: *Circle of Life*

TEKS addressed by lessons and activities in the Saddleback Teacher's Guide:

- (1) Developing and sustaining foundational language skills—oral language.** The student develops oral language through listening, speaking, and discussion. Based on the student's language proficiency level, the student is expected to:
- (E) develop social communication and produce oral language in contextualized and purposeful ways
- (2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.** The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. Based on the student's language proficiency level, the student is expected to:
- (B) write complete words, thoughts, and answers legibly
- (4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency.** The student reads grade-level text with fluency and comprehension. Based on the student's language proficiency level, the student is expected to use appropriate fluency (rate, accuracy, and prosody) and adjust fluency when reading grade-level text based on the reading purpose.
- (5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading.** The student reads grade-appropriate texts independently. Based on the student's language proficiency level, the student is expected to self-select text and read independently for a sustained period of time.
- (6) Comprehension skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to:
- (A) establish purpose for reading assigned and self-selected texts
 - (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures
 - (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
- (7) Response skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, the student is expected to:
- (B) write responses that demonstrate understanding of texts, including comparing sources within and across genres
 - (D) paraphrase and summarize texts in ways that maintain meaning and logical order
 - (H) respond orally or in writing with appropriate register, vocabulary, tone, and voice

GO! Emerge: Standards Alignment: Grade 7 English Learner Language Arts TEKS

Additional TEKS that can be addressed with this title:

(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, the student is expected to:

- (A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech

(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to:

- (B) generate questions about text before, during, and after reading to deepen understanding and gain information

Go! Emerge supports the following ELPS:

- 1.A, 1.B, 1.C, 1.E, 1.F, 1.H
2.A, 2.B, 2.C, 2.D, 2.E, 2.F
3.A, 3.B, 3.C, 3.D, 3.E, 3.F, 3.G, 3.J
4.A-J

GO! Emerge: Standards Alignment: Grade 7 English Learner Language Arts TEKS

Genre: Biology
Title: *Just Her Luck*

TEKS addressed by lessons and activities in the Saddleback Teacher's Guide:

- (1) Developing and sustaining foundational language skills—oral language.** The student develops oral language through listening, speaking, and discussion. Based on the student's language proficiency level, the student is expected to:
- (E) develop social communication and produce oral language in contextualized and purposeful ways
- (2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.** The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. Based on the student's language proficiency level, the student is expected to:
- (B) write complete words, thoughts, and answers legibly
- (4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency.** The student reads grade-level text with fluency and comprehension. Based on the student's language proficiency level, the student is expected to use appropriate fluency (rate, accuracy, and prosody) and adjust fluency when reading grade-level text based on the reading purpose.
- (5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading.** The student reads grade-appropriate texts independently. Based on the student's language proficiency level, the student is expected to self-select text and read independently for a sustained period of time.
- (6) Comprehension skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to:
- (A) establish purpose for reading assigned and self-selected texts
 - (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures
 - (F) make inferences and use evidence to support understanding
 - (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
- (7) Response skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, the student is expected to:
- (H) respond orally or in writing with appropriate register, vocabulary, tone, and voice

GO! Emerge: Standards Alignment: Grade 7 English Learner Language Arts TEKS

Additional TEKS that can be addressed with this title:

- (3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, the student is expected to:**
- (A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech
- (6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to:**
- (B) generate questions about text before, during, and after reading to deepen understanding and gain information
- (7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, the student is expected to:**
- (D) paraphrase and summarize texts in ways that maintain meaning and logical order
- (8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. Based on the student's language proficiency level, the student is expected to:**
- (B) analyze how characters' qualities influence events and resolution of the conflict
- (9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. Based on the student's language proficiency level, the student is expected to:**
- (A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, myths, fantasy, and science fiction
- Go! Emerge supports the following ELPS:**
- 1.A, 1.B, 1.C, 1.E, 1.F, 1.H
2.A, 2.B, 2.C, 2.D, 2.E, 2.F
3.A, 3.B, 3.C, 3.D, 3.E, 3.F, 3.G, 3.J
4.A-J

GO! Emerge: Standards Alignment: Grade 7 English Learner Language Arts TEKS

Genre: Biology
Title: *Viral*

TEKS addressed by lessons and activities in the Saddleback Teacher's Guide:

- (1) **Developing and sustaining foundational language skills—oral language.** The student develops oral language through listening, speaking, and discussion. Based on the student's language proficiency level, the student is expected to:
- (E) develop social communication and produce oral language in contextualized and purposeful ways
- (2) **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.** The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. Based on the student's language proficiency level, the student is expected to:
- (B) write complete words, thoughts, and answers legibly
- (4) **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency.** The student reads grade-level text with fluency and comprehension. Based on the student's language proficiency level, the student is expected to use appropriate fluency (rate, accuracy, and prosody) and adjust fluency when reading grade-level text based on the reading purpose.
- (5) **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading.** The student reads grade-appropriate texts independently. Based on the student's language proficiency level, the student is expected to self-select text and read independently for a sustained period of time.
- (6) **Comprehension skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to:
- (A) establish purpose for reading assigned and self-selected texts
 - (E) make connections to personal experiences, ideas in other texts, and society
 - (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
- (7) **Response skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, the student is expected to:
- (H) respond orally or in writing with appropriate register, vocabulary, tone, and voice
- (10) **Author's purpose and craft:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. Based on the student's language proficiency level, the student is expected to:
- (E) identify the use of literary devices, including subjective and objective point of view

GO! Emerge: Standards Alignment: Grade 7 English Learner Language Arts TEKS

Additional TEKS that can be addressed with this title:

(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, the student is expected to:

- (A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech

(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to:

- (B) generate questions about text before, during, and after reading to deepen understanding and gain information
(C) make, correct, or confirm predictions using text features, characteristics of genre, and structures

(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, the student is expected to:

- (D) paraphrase and summarize texts in ways that maintain meaning and logical order

(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. Based on the student's language proficiency level, the student is expected to:

- (B) analyze how characters' qualities influence events and resolution of the conflict
(C) analyze plot elements, including the use of foreshadowing and suspense, to advance the plot

GO! Emerge supports the following ELPS:

- 1.A, 1.B, 1.C, 1.E, 1.F, 1.H
2.A, 2.B, 2.C, 2.D, 2.E, 2.F
3.A, 3.B, 3.C, 3.D, 3.E, 3.F, 3.G, 3.J
4.A-J

GO! Emerge: Standards Alignment: Grade 7 English Learner Language Arts TEKS

Genre: Biology Title: Animal Tools	<p>TEKS addressed by lessons and activities in the Saddleback Teacher's Guide:</p> <p>(1) Developing and sustaining foundational language skills—oral language. The student develops oral language through listening, speaking, and discussion. Based on the student's language proficiency level, the student is expected to:</p> <p>(E) develop social communication and produce oral language in contextualized and purposeful ways</p> <p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. Based on the student's language proficiency level, the student is expected to:</p> <p>(B) write complete words, thoughts, and answers legibly</p> <p>(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. Based on the student's language proficiency level, the student is expected to use appropriate fluency (rate, accuracy, and prosody) and adjust fluency when reading grade-level text based on the reading purpose.</p> <p>(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. Based on the student's language proficiency level, the student is expected to self-select text and read independently for a sustained period of time.</p> <p>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to:</p> <p>(A) establish purpose for reading assigned and self-selected texts</p> <p>(E) make connections to personal experiences, ideas in other texts, and society</p> <p>(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p> <p>(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, the student is expected to:</p> <p>(B) write responses that demonstrate understanding of texts, including comparing sources within and across genres</p> <p>(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice</p> <p>(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. Based on the student's language proficiency level, the student is expected to:</p> <p>(D) analyze characteristics and structural elements of informational text, including:</p> <p>(ii) features such as references or acknowledgements, chapters, sections, subsections, bibliography, tables, graphs, captions, bullets, and numbers and</p> <p>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. Based on the student's language proficiency level, the student is expected to:</p>
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GO! Emerge: Standards Alignment: Grade 7 English Learner Language Arts TEKS

(C) analyze the author's use of print and graphic features to achieve specific purposes

Additional TEKS that can be addressed with this title:

- (3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary** The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, the student is expected to:
- (A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech
- (6) Comprehension skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to:
- (B) generate questions about text before, during, and after reading to deepen understanding and gain information
 - (G) evaluate details read to determine key ideas

- (7) Response skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, the student is expected to:
- (D) paraphrase and summarize texts in ways that maintain meaning and logical order

- (9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.** The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. Based on the student's language proficiency level, the student is expected to:
- (D) analyze characteristics and structural elements of informational text, including:
 - (iii) organizational patterns that support multiple topics, categories, and subcategories

- (10) Author's purpose and craft:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. Based on the student's language proficiency level, the student is expected to:
- (B) analyze how the use of text structure contributes to the author's purpose
 - (C) analyze the author's use of print and graphic features to achieve specific purposes

Go! Emerge supports the following ELPS:

- 1.A, 1.B, 1.C, 1.E, 1.F, 1.H
- 2.A, 2.B, 2.C, 2.D, 2.E, 2.F
- 3.A, 3.B, 3.C, 3.D, 3.E, 3.F, 3.G, 3.J
- 4.A-J

GO! *Emerge*: Standards Alignment: Grade 7 English Learner Language Arts TEKS

Genre: Insects/Arachnids/Reptiles
Title: *Hatch*

TEKS addressed by lessons and activities in the Saddleback Teacher's Guide:

- (1) Developing and sustaining foundational language skills—oral language.** The student develops oral language through listening, speaking, and discussion. Based on the student's language proficiency level, the student is expected to:
- (E) develop social communication and produce oral language in contextualized and purposeful ways
- (2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.** The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. Based on the student's language proficiency level, the student is expected to:
- (B) write complete words, thoughts, and answers legibly
- (4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency.** The student reads grade-level text with fluency and comprehension. Based on the student's language proficiency level, the student is expected to use appropriate fluency (rate, accuracy, and prosody) and adjust fluency when reading grade-level text based on the reading purpose.
- (5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading.** The student reads grade-appropriate texts independently. Based on the student's language proficiency level, the student is expected to self-select text and read independently for a sustained period of time.
- (6) Comprehension skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to:
- (A) establish purpose for reading assigned and self-selected texts
 - (E) make connections to personal experiences, ideas in other texts, and society
 - (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
- (7) Response skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, the student is expected to:
- (H) respond orally or in writing with appropriate register, vocabulary, tone, and voice
- (8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements.** The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. Based on the student's language proficiency level, the student is expected to:
- (B) analyze how characters' qualities influence events and resolution of the conflict
 - (C) analyze plot elements, including the use of foreshadowing and suspense, to advance the plot

GO! Emerge: Standards Alignment: Grade 7 English Learner Language Arts TEKS

Additional TEKS that can be addressed with this title:

(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, the student is expected to:

- (A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech
- (F) investigate expressions such as idioms and word relationships such as antonyms, synonyms, and analogies

(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to:

- (B) generate questions about text before, during, and after reading to deepen understanding and gain information
- (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures

(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, the student is expected to:

- (D) paraphrase and summarize texts in ways that maintain meaning and logical order

(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. Based on the student's language proficiency level, the student is expected to:

- (D) analyze how the setting influences character and plot development

(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. Based on the student's language proficiency level, the student is expected to:

- (A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, myths, fantasy, and science fiction

Go! Emerge supports the following ELPS:

- 1.A, 1.B, 1.C, 1.E, 1.F, 1.H
- 2.A, 2.B, 2.C, 2.D, 2.E, 2.F
- 3.A, 3.B, 3.C, 3.D, 3.E, 3.F, 3.G, 3.J

GO! *Emerge*: Standards Alignment: Grade 7 English Learner Language Arts TEKS

Genre: Insects/Arachnids/Reptiles
Title: *Rare*

TEKS addressed by lessons and activities in the Saddleback Teacher's Guide:

- (1) Developing and sustaining foundational language skills—oral language.** The student develops oral language through listening, speaking, and discussion. Based on the student's language proficiency level, the student is expected to:
- (E) develop social communication and produce oral language in contextualized and purposeful ways
- (2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.** The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. Based on the student's language proficiency level, the student is expected to:
- (B) write complete words, thoughts, and answers legibly
- (4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency.** The student reads grade-level text with fluency and comprehension. Based on the student's language proficiency level, the student is expected to use appropriate fluency (rate, accuracy, and prosody) and adjust fluency when reading grade-level text based on the reading purpose.
- (5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading.** The student reads grade-appropriate texts independently. Based on the student's language proficiency level, the student is expected to self-select text and read independently for a sustained period of time.
- (6) Comprehension skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to:
- (A) establish purpose for reading assigned and self-selected texts
 - (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures
 - (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
- (7) Response skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, the student is expected to:
- (B) write responses that demonstrate understanding of texts, including comparing sources within and across genres
 - (H) respond orally or in writing with appropriate register, vocabulary, tone, and voice
- (8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements.** The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. Based on the student's language proficiency level, the student is expected to:
- (B) analyze how characters' qualities influence events and resolution of the conflict

GO! Emerge: Standards Alignment: Grade 7 English Learner Language Arts TEKS

Additional TEKS that can be addressed with this title:

(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, the student is expected to:

- (A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech
- (F) investigate expressions such as idioms and word relationships such as antonyms, synonyms, and analogies

(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to:

- (B) generate questions about text before, during, and after reading to deepen understanding and gain information

(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, the student is expected to:

- (D) paraphrase and summarize texts in ways that maintain meaning and logical order

(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. Based on the student's language proficiency level, the student is expected to:

- (D) analyze how the setting influences character and plot development

(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. Based on the student's language proficiency level, the student is expected to:

- (A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, myths, fantasy, and science fiction

Go! Emerge supports the following ELPS:

- 1.A, 1.B, 1.C, 1.E, 1.F, 1.H
- 2.A, 2.B, 2.C, 2.D, 2.E, 2.F
- 3.A, 3.B, 3.C, 3.D, 3.E, 3.F, 3.G, 3.J
- 4.A-J

GO! *Emerge*: Standards Alignment: Grade 7 English Learner Language Arts TEKS

Genre: Insects/Arachnids/Reptiles
Title: *Slither*

TEKS addressed by lessons and activities in the Saddleback Teacher's Guide:

- (1) Developing and sustaining foundational language skills—oral language.** The student develops oral language through listening, speaking, and discussion. Based on the student's language proficiency level, the student is expected to:
- (E) develop social communication and produce oral language in contextualized and purposeful ways
- (2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.** The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. Based on the student's language proficiency level, the student is expected to:
- (B) write complete words, thoughts, and answers legibly
- (4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency.** The student reads grade-level text with fluency and comprehension. Based on the student's language proficiency level, the student is expected to use appropriate fluency (rate, accuracy, and prosody) and adjust fluency when reading grade-level text based on the reading purpose.
- (5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading.** The student reads grade-appropriate texts independently. Based on the student's language proficiency level, the student is expected to self-select text and read independently for a sustained period of time.
- (6) Comprehension skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to:
- (A) establish purpose for reading assigned and self-selected texts
 - (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures
 - (E) make connections to personal experiences, ideas in other texts, and society
 - (F) make inferences and use evidence to support understanding
 - (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down
- (7) Response skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, the student is expected to:
- (C) use text evidence to support an appropriate response
 - (H) respond orally or in writing with appropriate register, vocabulary, tone, and voice

GO! Emerge: Standards Alignment: Grade 7 English Learner Language Arts TEKS

Additional TEKS that can be addressed with this title:

- (3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, the student is expected to:**
- (A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech
- (6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to:**
- (B) generate questions about text before, during, and after reading to deepen understanding and gain information
- (7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, the student is expected to:**
- (D) paraphrase and summarize texts in ways that maintain meaning and logical order
- (8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. Based on the student's language proficiency level, the student is expected to:**
- (B) analyze how characters' qualities influence events and resolution of the conflict
- (9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. Based on the student's language proficiency level, the student is expected to:**
- (A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, myths, fantasy, and science fiction

Go! Emerge supports the following ELPS:

- 1.A, 1.B, 1.C, 1.E, 1.F, 1.H
- 2.A, 2.B, 2.C, 2.D, 2.E, 2.F
- 3.A, 3.B, 3.C, 3.D, 3.E, 3.F, 3.G, 3.J

4 A-J

GO! Emerge: Standards Alignment: Grade 7 English Learner Language Arts TEKS

Genre: Insects/Arachnids/Reptiles
Title: Spiders

TEKS addressed by lessons and activities in the Saddleback Teacher's Guide:

- (1) **Developing and sustaining foundational language skills—oral language.** The student develops oral language through listening, speaking, and discussion. Based on the student's language proficiency level, the student is expected to:
(E) develop social communication and produce oral language in contextualized and purposeful ways
- (2) **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.** The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. Based on the student's language proficiency level, the student is expected to:
(B) write complete words, thoughts, and answers legibly
- (4) **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency.** The student reads grade-level text with fluency and comprehension. Based on the student's language proficiency level, the student is expected to use appropriate fluency (rate, accuracy, and prosody) and adjust fluency when reading grade-level text based on the reading purpose.
- (5) **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading.** The student reads grade-appropriate texts independently. Based on the student's language proficiency level, the student is expected to self-select text and read independently for a sustained period of time.
- (6) **Comprehension skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to:
(A) establish purpose for reading assigned and self-selected texts
(E) make connections to personal experiences, ideas in other texts, and society
(G) evaluate details read to determine key ideas
(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
- (7) **Response skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, the student is expected to:
(B) write responses that demonstrate understanding of texts, including comparing sources within and across genres
(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice
- (9) **Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.** The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. Based on the student's language proficiency level, the student is expected to:
(D) analyze characteristics and structural elements of informational text, including:
(ii) features such as references or acknowledgements, chapters, sections, subsections, bibliography, tables, graphs, captions, bullets, and numbers and
- (10) **Author's purpose and craft:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. Based on the student's language proficiency level, the student is expected to:

GO! Emerge: Standards Alignment: Grade 7 English Learner Language Arts TEKS

(C) analyze the author's use of print and graphic features to achieve specific purposes

Additional TEKS that can be addressed with this title:

(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively.

Based on the student's language proficiency level, the student is expected to:

(A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech

(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to:

(B) generate questions about text before, during, and after reading to deepen understanding and gain information

(C) make, correct, or confirm predictions using text features, characteristics of genre, and structures

(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, the student is expected to:

(D) paraphrase and summarize texts in ways that maintain meaning and logical order

GO! Emerge supports the following ELPS:

1.A, 1.B, 1.C, 1.E, 1.F, 1.H
2.A, 2.B, 2.C, 2.D, 2.E, 2.F

3.A, 3.B, 3.C, 3.D, 3.E, 3.F, 3.G, 3.J

4.A-J

GO! *Emerge*: Standards Alignment: Grade 7 English Learner Language Arts TEKS

Genre: Mystery
Title: *Fear*

TEKS addressed by lessons and activities in the Saddleback Teacher's Guide:

- (1) Developing and sustaining foundational language skills—oral language.** The student develops oral language through listening, speaking, and discussion. Based on the student's language proficiency level, the student is expected to:
- (E) develop social communication and produce oral language in contextualized and purposeful ways
- (2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.** The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. Based on the student's language proficiency level, the student is expected to:
- (B) write complete words, thoughts, and answers legibly
- (4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency.** The student reads grade-level text with fluency and comprehension. Based on the student's language proficiency level, the student is expected to use appropriate fluency (rate, accuracy, and prosody) and adjust fluency when reading grade-level text based on the reading purpose.
- (5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading.** The student reads grade-appropriate texts independently. Based on the student's language proficiency level, the student is expected to self-select text and read independently for a sustained period of time.
- (6) Comprehension skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to:
- (A) establish purpose for reading assigned and self-selected texts
 - (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures
 - (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
- (7) Response skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, the student is expected to:
- (H) respond orally or in writing with appropriate register, vocabulary, tone, and voice

GO! Emerge: Standards Alignment: Grade 7 English Learner Language Arts TEKS

Additional TEKS that can be addressed with this title:

- (3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary.** The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, the student is expected to:
- (A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech
- (6) Comprehension skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to:
- (B) generate questions about text before, during, and after reading to deepen understanding and gain information
- (7) Response skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, the student is expected to:
- (D) paraphrase and summarize texts in ways that maintain meaning and logical order
- (8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements.** The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. Based on the student's language proficiency level, the student is expected to:
- (B) analyze how characters' qualities influence events and resolution of the conflict
 - (C) analyze plot elements, including the use of foreshadowing and suspense, to advance the plot
 - (D) analyze how the setting influences character and plot development
- (9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.** The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. Based on the student's language proficiency level, the student is expected to:
- (A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, myths, fantasy, and science fiction

Go! Emerge supports the following ELPS:

- 1.A, 1.B, 1.C, 1.E, 1.F, 1.H
- 2.A, 2.B, 2.C, 2.D, 2.E, 2.F
- 3.A, 3.B, 3.C, 3.D, 3.E, 3.F, 3.G, 3.J

GO! Emerge: Standards Alignment: Grade 7 English Learner Language Arts TEKS

Genre: Mystery
Title: *Into the Woods*

TEKS addressed by lessons and activities in the Saddleback Teacher's Guide:

- (1) **Developing and sustaining foundational language skills—oral language.** The student develops oral language through listening, speaking, and discussion. Based on the student's language proficiency level, the student is expected to:
(E) develop social communication and produce oral language in contextualized and purposeful ways
- (2) **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.** The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. Based on the student's language proficiency level, the student is expected to:
(B) write complete words, thoughts, and answers legibly
- (4) **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency.** The student reads grade-level text with fluency and comprehension. Based on the student's language proficiency level, the student is expected to use appropriate fluency (rate, accuracy, and prosody) and adjust fluency when reading grade-level text based on the reading purpose.
- (5) **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading.** The student reads grade-appropriate texts independently. Based on the student's language proficiency level, the student is expected to self-select text and read independently for a sustained period of time.
- (6) **Comprehension skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to:
(A) establish purpose for reading assigned and self-selected texts
(C) make, correct, or confirm predictions using text features, characteristics of genre, and structures
(F) make inferences and use evidence to support understanding
(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
- (7) **Response skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, the student is expected to:
(B) write responses that demonstrate understanding of texts, including comparing sources within and across genres
(C) use text evidence to support an appropriate response
(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice
- (8) **Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements.** The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. Based on the student's language proficiency level, the student is expected to:
(C) analyze plot elements, including the use of foreshadowing and suspense, to advance the plot
- (9) **Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.** The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. Based on the student's language proficiency level, the student is expected to:
(A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, myths, fantasy, and science fiction

GO! Emerge: Standards Alignment: Grade 7 English Learner Language Arts TEKS

Additional TEKS that can be addressed with this title:

(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, the student is expected to:

- (A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech
- (F) investigate expressions such as idioms and word relationships such as antonyms, synonyms, and analogies

(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to:

- (B) generate questions about text before, during, and after reading to deepen understanding and gain information

(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, the student is expected to:

- (D) paraphrase and summarize texts in ways that maintain meaning and logical order

(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. Based on the student's language proficiency level, the student is expected to:

- (B) analyze how characters' qualities influence events and resolution of the conflict
- (D) analyze how the setting influences character and plot development

(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. Based on the student's language proficiency level, the student is expected to:

- (A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, myths, fantasy, and science fiction

Go! Emerge supports the following ELPS:

- 1.A, 1.B, 1.C, 1.E, 1.F, 1.H
- 2.A, 2.B, 2.C, 2.D, 2.E, 2.F
- 3.A, 3.B, 3.C, 3.D, 3.E, 3.F, 3.G, 3.J

GO! Emerge: Standards Alignment: Grade 7 English Learner Language Arts TEKS

Genre: Mystery
Title: *Shiny Things*

TEKS addressed by lessons and activities in the Saddleback Teacher's Guide:

- (1) Developing and sustaining foundational language skills—oral language.** The student develops oral language through listening, speaking, and discussion. Based on the student's language proficiency level, the student is expected to:
- (E) develop social communication and produce oral language in contextualized and purposeful ways
- (2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.** The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. Based on the student's language proficiency level, the student is expected to:
- (B) write complete words, thoughts, and answers legibly
- (4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency.** The student reads grade-level text with fluency and comprehension. Based on the student's language proficiency level, the student is expected to use appropriate fluency (rate, accuracy, and prosody) and adjust fluency when reading grade-level text based on the reading purpose.
- (5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading.** The student reads grade-appropriate texts independently. Based on the student's language proficiency level, the student is expected to self-select text and read independently for a sustained period of time.
- (6) Comprehension skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to:
- (A) establish purpose for reading assigned and self-selected texts
 - (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures
 - (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
- (7) Response skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, the student is expected to:
- (H) respond orally or in writing with appropriate register, vocabulary, tone, and voice

GO! Emerge: Standards Alignment: Grade 7 English Learner Language Arts TEKS

Additional TEKS that can be addressed with this title:

(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, the student is expected to:

- (A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech
- (F) investigate expressions such as idioms and word relationships such as antonyms, synonyms, and analogies

(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to:

- (B) generate questions about text before, during, and after reading to deepen understanding and gain information

(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, the student is expected to:

- (D) paraphrase and summarize texts in ways that maintain meaning and logical order

(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. Based on the student's language proficiency level, the student is expected to:

- (B) analyze how characters' qualities influence events and resolution of the conflict
- (D) analyze how the setting influences character and plot development

(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. Based on the student's language proficiency level, the student is expected to:

- (A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, myths, fantasy, and science fiction

Go! Emerge supports the following ELPS:

- 1.A, 1.B, 1.C, 1.E, 1.F, 1.H
- 2.A, 2.B, 2.C, 2.D, 2.E, 2.F
- 3.A, 3.B, 3.C, 3.D, 3.E, 3.F, 3.G, 3.J

GO! Emerge: Standards Alignment: Grade 7 English Learner Language Arts TEKS

<p>Genre: Mystery Title: <i>Crop Circles</i></p> <p>TEKS addressed by lessons and activities in the Saddleback Teacher's Guide:</p> <p>(1) Developing and sustaining foundational language skills—oral language. The student develops oral language through listening, speaking, and discussion. Based on the student's language proficiency level, the student is expected to: (E) develop social communication and produce oral language in contextualized and purposeful ways</p> <p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. Based on the student's language proficiency level, the student is expected to: (B) write complete words, thoughts, and answers legibly</p> <p>(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. Based on the student's language proficiency level, the student is expected to use appropriate fluency (rate, accuracy, and prosody) and adjust fluency when reading grade-level text based on the reading purpose.</p> <p>(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. Based on the student's language proficiency level, the student is expected to self-select text and read independently for a sustained period of time.</p> <p>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to: (A) establish purpose for reading assigned and self-selected texts (E) make connections to personal experiences, ideas in other texts, and society (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p> <p>(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, the student is expected to: (C) use text evidence to support an appropriate response (H) respond orally or in writing with appropriate register, vocabulary, tone, and voice</p> <p>(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. Based on the student's language proficiency level, the student is expected to: (A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, myths, fantasy, and science fiction (D) analyze characteristics and structural elements of informational text, including: (ii) features such as references or acknowledgements, chapters, sections, subsections, bibliography, tables, graphs, captions, bullets, and numbers and</p> <p>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. Based on the student's language proficiency level, the student is expected to:</p>	<p><i>Crop Circles</i></p>
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GO! Emerge: Standards Alignment: Grade 7 English Learner Language Arts TEKS

- (B) analyze how the use of text structure contributes to the author's purpose
- (C) analyze the author's use of print and graphic features to achieve specific purposes

Additional TEKS that can be addressed with this title:

- (3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary.** The student uses newly acquired vocabulary expressively.

Based on the student's language proficiency level, the student is expected to:

- (A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech
- (6) Comprehension skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to:
- (B) generate questions about text before, during, and after reading to deepen understanding and gain information
 - (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures
 - (G) evaluate details read to determine key ideas

- (7) Response skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, the student is expected to:

- (B) write responses that demonstrate understanding of texts, including comparing sources within and across genres
- (D) paraphrase and summarize texts in ways that maintain meaning and logical order

GO! Emerge supports the following ELPS:

- 1.A, 1.B, 1.C, 1.E, 1.F, 1.H
- 2.A, 2.B, 2.C, 2.D, 2.E, 2.F
- 3.A, 3.B, 3.C, 3.D, 3.E, 3.F, 3.G, 3.J



TEKS CORRELATION

GO! EMERGE

TEKS

Correlated to Texas Essential Knowledge and Skills

English Learners Language Arts and Reading
8th Grade



***GO! Emerge* and the ELLA TEKS**

About the ELLA TEKS

The English Learners Language Arts (ELLA) TEKS were developed specifically for English Learners in grades 7 and 8. They include the same seven strands found in the TEKS for English Language Arts and Reading and incorporate the four domains of language to accelerate the acquisition of language skills. The seven strands are intended to be integrated for instructional purposes and are recursive in nature. As students obtain skills and knowledge in each of the strands, they are expected to apply earlier standards with greater depth and increasingly complex texts. To demonstrate their knowledge and meet the new ELLA TEKS, English Learners will need additional scaffolds, such as pictures, glossaries, and other modes of comprehensible input throughout the stages of English language acquisition. *Note: This information is modified from 19 TAC §128.22(b), Texas Education Agency.*

English Language Proficiency Standards Correlations

***GO! Emerge* supports the following ELPS:**

- 1.A, 1.B, 1.C, 1.E, 1.F, 1.H
- 2.A, 2.B, 2.C, 2.D, 2.E, 2.F
- 3.A, 3.B, 3.C, 3.D, 3.E, 3.F, 3.G, 3.J
- 4.A, 4.B, 4.C, 4.D, 4.E, 4.F, 4.G, 4.H, 4.I, 4.J

About *GO! Emerge*

GO! Emerge is a supplemental resource for emergent readers. The books, combined with the instructional support, allow teachers to differentiate instruction and begin addressing grade level standards, like the ELLA TEKS, with students who are acquiring English. The books are written at true emergent levels with full-color photographs on every page to support comprehension and engage readers. The Teacher's Guide includes ideas for instruction and opportunities to address several comprehension skills.

Because the books are designed for emergent readers, the standards correlations for these resources are found primarily in the Developing and Sustaining Foundational Language Skills and Comprehension Skills strands of the TEKS. With a few teacher modifications, the books and lessons can also address several student expectations in the Response Skills and Multiple Genres strands.

How to use these documents

For each title in *GO! Emerge*, the TEKS chart shows the letters *TG* for the student expectations a teacher will address when following the lessons in the *GO! Emerge* Teacher's Guide. The letters *BK* indicate additional student expectations a teacher can address by writing new lessons or making lesson modifications.

Please note, because *GO! Emerge* is a supplemental resource, only the most frequently addressed student expectations and strands are listed on the chart.

About additional Saddleback resources

An additional resource, *GO! Engage*, features a slightly higher reading level and word count to address the recursive nature of the TEKS as students acquire more language and progress in reading.

GO! Emerge: English Learners Language Arts (ELLA) Standards-Grade 8 Correlations

		Adventure		Arts		Biology		Insects/Arachnids/Reptiles		Mystery			
How!	The Mine	Storm	Deep	Moves	Poet	Circles of Life	Hatch	Rare	Spiders	Fear	Into the Woods	Shiny Things	Circles
(1) Developing and sustaining foundational language skills—oral language. The student develops oral language through listening, speaking, and discussion. Based on the student's language proficiency level, the student is expected to:													
(F) develop social communication and produce oral language in contextualized and purposeful ways	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. Based on the student's language proficiency level, the student is expected to:													
(B) write complete words, thoughts, and answers legibly	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, the student is expected to:													
(A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech	BK	BK	BK	BK	BK	BK	BK	BK	BK	BK	BK	BK	BK
(D) identify and use words that name actions, directions, positions, sequences, and locations													
(F) investigate expressions such as idioms and word relationships such as antonyms, synonyms, and analogies	TG	TG		BK	BK	BK			BK	BK		BK	BK
(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. Based on the student's language proficiency level, the student is expected to use appropriate fluency (rate, accuracy, and prosody) and adjust fluency when reading grade-level text based on the reading purpose.													
(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. Based on the student's language proficiency level, the student is expected to self-select text and read independently for a sustained period of time.	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG

NOTE:
TG = TEKS addressed in Teacher's Guide Lessons and Activities
BK = Additional TEKS that can be addressed with this book
*ELPS Correlations - Refer to introduction page for correlations

GO! Emerge: English Learners Language Arts (ELLA) Standards-Grade 8 Correlations

		Adventure		Arts		Biology		Insects/Arachnids/Reptiles		Mystery	
Howl	The Mine	Storm	Deep	Moves	Poet	Circle of Luck	Hatch	Rare	Spiders	Fear	Shy Woods Things
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to:											
(A) establish purpose for reading assigned and self-selected texts	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG
(B) generate questions about text before, during, and after reading to deepen understanding and gain information	BK	BK	BK	BK	BK	BK	BK	BK	BK	BK	BK
(C) make, correct, or confirm predictions using text features, characteristics of genre, and structures	BK	TG	BK		TG	BK	TG	BK	TG	TG	TG
(E) make connections to personal experiences, ideas in other texts, and society	TG	TG	TG	TG	TG		TG	TG	TG		TG
(F) make inferences and use evidence to support understanding		TG			TG		TG		TG		
(G) evaluate details read to determine key ideas			BK	TG		BK		BK		TG	
(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	BK
(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, the student is expected to:											
(A) describe personal connections to a variety of sources, including self-selected texts											
(B) write responses that demonstrate understanding of texts, including comparing sources within and across genres				TG			TG		TG		
(C) use text evidence to support an appropriate response	TG	TG		TG	TG				TG		TG
(D) paraphrase and summarize texts in ways that maintain meaning and logical order	BK	BK	BK	BK	BK	BK	TG	BK	BK	BK	BK
(G) discuss and write about the explicit or implicit meanings of text											
(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG
(I) reflect on and adjust responses as new evidence is presented											

NOTE:
TG = TEKS addressed in Teacher's Guide Lessons and Activities
BK = Additional TEKS that can be addressed with this book
*ELPS Correlations - Refer to introduction page for correlations

GO! Emerge: English Learners Language Arts (ELLA) Standards-Grade 8 Correlations

		Adventure	Arts	Biology	Insects/Arachnids/Reptiles	Mystery
Howl	The Mine	Storm	Deep	Poet	Spiders	Fear
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. Based on the student's language proficiency level, the student is expected to:						
(B) analyze how characters' motivations and behaviors influence events and resolution of the conflict	BK	BK	TG	BK	BK	BK
(C) analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development					TG	
(D) explain how the setting influences the values and beliefs of characters	TG	BK	BK	BK		BK
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. Based on the student's language proficiency level, the student is expected to:						
(A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, fantasy, science fiction and short stories	TG	TG	BK	BK	BK	BK
(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. Based on the student's language proficiency level, the student is expected to:						
(B) analyze how the use of text structure contributes to the author's purpose					BK	TG
(C) analyze the author's use of print and graphic features to achieve specific purposes			TG		TG	TG
(E) identify the use of literary devices, including multiple points of view and irony				BK		
				TG		

NOTE:
TG = TEKS addressed in Teacher's Guide Lessons and Activities
BK = Additional TEKS that can be addressed with this book
*ELPS Correlations - Refer to introduction page for correlations

GO! Emerge Standards Alignment:
Grade 8 English Learner Language Arts TEKS

Saddleback Educational Publishing

GO! Emerge: Standards Alignment: Grade 8 English Learner Language Arts TEKS

Genre: Adventure Title: <i>Howl</i>	<p>TEKS addressed by lessons and activities in the Saddleback Teacher's Guide:</p> <p>(1) Developing and sustaining foundational language skills—oral language. The student develops oral language through listening, speaking, and discussion. Based on the student's language proficiency level, the student is expected to:</p> <p>(F) develop social communication and produce oral language in contextualized and purposeful ways</p> <p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. Based on the student's language proficiency level, the student is expected to:</p> <p>(B) write complete words, thoughts, and answers legibly</p> <p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary.</p> <p>(F) investigate expressions such as idioms and word relationships such as antonyms, synonyms, and analogies.</p> <p>(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. Based on the student's language proficiency level, the student is expected to use appropriate fluency (rate, accuracy, and prosody) and adjust fluency when reading grade-level text based on the reading purpose.</p> <p>(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. Based on the student's language proficiency level, the student is expected to self-select text and read independently for a sustained period of time.</p> <p>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to:</p> <p>(A) establish purpose for reading assigned and self-selected texts</p> <p>(E) make connections to personal experiences, ideas in other texts, and society</p> <p>(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p> <p>(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, the student is expected to:</p> <p>(C) use text evidence to support an appropriate response</p> <p>(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice</p> <p>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. Based on the student's language proficiency level, the student is expected to:</p> <p>(D) explain how the setting influences the values and beliefs of characters.</p>
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GO! Emerge: Standards Alignment: Grade 8 English Learner Language Arts TEKS

Additional TEKS that can be addressed with this title:

- (3) **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary.** The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, the student is expected to:
- (A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech

- (6) **Comprehension skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to:
- (B) generate questions about text before, during, and after reading to deepen understanding and gain information
 - (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures

- (7) **Response skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, the student is expected to:
- (D) paraphrase and summarize texts in ways that maintain meaning and logical order

- (8) **Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements.** The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. Based on the student's language proficiency level, the student is expected to:
- (B) analyze how characters' motivations and behaviors influence events and resolution of the conflict

GO! Emerge supports the following ELPS:

- 1.A, 1.B, 1.C, 1.E, 1.F, 1.H
 - 2.A, 2.B, 2.C, 2.D, 2.E, 2.F
 - 3.A, 3.B, 3.C, 3.D, 3.E, 3.F, 3.G, 3.J
- 4 A-J

GO! Emerge: Standards Alignment: Grade 8 English Learner Language Arts TEKS

Genre: Adventure
Title: *The Mine*

TEKS addressed by lessons and activities in the Saddleback Teacher's Guide:

(1) **Developing and sustaining foundational language skills—oral language.** The student develops oral language through listening, speaking, and discussion. Based on the student's language proficiency level, the student is expected to:
(F) develop social communication and produce oral language in contextualized and purposeful ways

(2) **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.** The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. Based on the student's language proficiency level, the student is expected to:
(B) write complete words, thoughts, and answers legibly

(3) **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary.** The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, the student is expected to:
(D) identify and use words that name actions, directions, positions, sequences, and locations
(F) investigate expressions such as idioms and word relationships such as antonyms, synonyms, and analogies.

(4) **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency.** The student reads grade-level text with fluency and comprehension. Based on the student's language proficiency level, the student is expected to use appropriate fluency (rate, accuracy, and prosody) and adjust fluency when reading grade-level text based on the reading purpose.

(5) **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading.** The student reads grade-appropriate texts independently. Based on the student's language proficiency level, the student is expected to self-select text and read independently for a sustained period of time.

(6) **Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.** The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to:
(A) establish purpose for reading assigned and self-selected texts
(C) make, correct, or confirm predictions using text features, characteristics of genre, and structures
(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

(7) **Response skills: listening, speaking, reading, writing, and thinking using multiple texts--genres.** The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, the student is expected to:
(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice

(9) **Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.** The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. Based on the student's language proficiency level, the student is expected to:
(A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, fantasy, science fiction and short stories

GO! Emerge: Standards Alignment: Grade 8 English Learner Language Arts TEKS

Additional TEKS that can be addressed with this title:

(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, the student is expected to:

- (A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech

(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to:

- (B) generate questions about text before, during, and after reading to deepen understanding and gain information

(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, the student is expected to:

- (D) paraphrase and summarize texts in ways that maintain meaning and logical order

(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. Based on the student's language proficiency level, the student is expected to:

- (B) analyze how characters' motivations and behaviors influence events and resolution of the conflict

- (D) explain how the setting influences the values and beliefs of characters

GO! Emerge supports the following ELPS:

1.A, 1.B, 1.C, 1.E, 1.F, 1.H

2.A, 2.B, 2.C, 2.D, 2.E, 2.F

3.A, 3.B, 3.C, 3.D, 3.E, 3.F, 3.G, 3.J

4.A-J

GO! Emerge: Standards Alignment: Grade 8 English Learner Language Arts TEKS

Genre: Adventure
Title: *Storm*

TEKS addressed by lessons and activities in the Saddleback Teacher's Guide:

(1) Developing and sustaining foundational language skills—oral language. The student develops oral language through listening, speaking, and discussion. Based on the student's language proficiency level, the student is expected to:

- (F) develop social communication and produce oral language in contextualized and purposeful ways

(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. Based on the student's language proficiency level, the student is expected to:

- (B) write complete words, thoughts, and answers legibly

(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. Based on the student's language proficiency level, the student is expected to use appropriate fluency (rate, accuracy, and prosody) and adjust fluency when reading grade-level text based on the reading purpose.

(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. Based on the student's language proficiency level, the student is expected to self-select text and read independently for a sustained period of time.

(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to:

- (A) establish purpose for reading assigned and self-selected texts
- (E) make connections to personal experiences, ideas in other texts, and society
- (F) make inferences and use evidence to support understanding
- (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, the student is expected to:

- (B) write responses that demonstrate understanding of texts, including comparing sources within and across genres
- (C) use text evidence to support an appropriate response
- (H) respond orally or in writing with appropriate register, vocabulary, tone, and voice

(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. Based on the student's language proficiency level, the student is expected to:

- (B) analyze how characters' motivations and behaviors influence events and resolution of the conflict

GO! Emerge: Standards Alignment: Grade 8 English Learner Language Arts TEKS

Additional TEKS that can be addressed with this title:

- (3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary.** The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, the student is expected to:
- (A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech
- (6) Comprehension skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to:
- (B) generate questions about text before, during, and after reading to deepen understanding and gain information
 - (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures
- (7) Response skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, the student is expected to:
- (D) paraphrase and summarize texts in ways that maintain meaning and logical order
- (8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements.** The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. Based on the student's language proficiency level, the student is expected to:
- (D) explain how the setting influences the values and beliefs of characters
- (9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.** The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. Based on the student's language proficiency level, the student is expected to:
- (A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, fantasy, science fiction and short stories
- Go! Emerge supports the following ELPS:**
- 1.A, 1.B, 1.C, 1.E, 1.F, 1.H
 - 2.A, 2.B, 2.C, 2.D, 2.E, 2.F
 - 3.A, 3.B, 3.C, 3.D, 3.E, 3.F, 3.G, 3.J
- 4 A-J

GO! Emerge: Standards Alignment: Grade 8 English Learner Language Arts TEKS

Genre: Adventure
Title: Deep

TEKS addressed by lessons and activities in the Saddleback Teacher's Guide:

- (1) **Developing and sustaining foundational language skills—oral language.** The student develops oral language through listening, speaking, and discussion. Based on the student's language proficiency level, the student is expected to:
- (F) develop social communication and produce oral language in contextualized and purposeful ways
- (2) **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.** The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. Based on the student's language proficiency level, the student is expected to:
- (B) write complete words, thoughts, and answers legibly
- (4) **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency.** The student reads grade-level text with fluency and comprehension. Based on the student's language proficiency level, the student is expected to use appropriate fluency (rate, accuracy, and prosody) and adjust fluency when reading grade-level text based on the reading purpose.
- (5) **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading.** The student reads grade-appropriate texts independently. Based on the student's language proficiency level, the student is expected to self-select text and read independently for a sustained period of time.
- (6) **Comprehension skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to:
- (A) establish purpose for reading assigned and self-selected texts
 - (E) make connections to personal experiences, ideas in other texts, and society
 - (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
- (7) **Response skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, the student is expected to:
- (H) respond orally or in writing with appropriate register, vocabulary, tone, and voice
- (10) **Author's purpose and craft:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. Based on the student's language proficiency level, the student is expected to:
- (C) analyze the author's use of print and graphic features to achieve specific purposes

GO! Emerge: Standards Alignment: Grade 8 English Learner Language Arts TEKS

Additional TEKS that can be addressed with this title:

- (3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary.** The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, the student is expected to:
- (A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech
- (6) Comprehension skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to:
- (B) generate questions about text before, during, and after reading to deepen understanding and gain information
 - (G) evaluate details read to determine key ideas

- (7) Response skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, the student is expected to:
- (D) paraphrase and summarize texts in ways that maintain meaning and logical order

GO! Emerge supports the following ELPS:

- 1.A, 1.B, 1.C, 1.E, 1.F, 1.H
- 2.A, 2.B, 2.C, 2.D, 2.E, 2.F
- 3.A, 3.B, 3.C, 3.D, 3.E, 3.F, 3.G, 3.J

GO! Emerge: Standards Alignment: Grade 8 English Learner Language Arts TEKS

<p>Genre: Arts Title: Act I</p> <p>TEKS addressed by lessons and activities in the Saddleback Teacher's Guide:</p> <p>(1) Developing and sustaining foundational language skills—oral language. The student develops oral language through listening, speaking, and discussion. Based on the student's language proficiency level, the student is expected to:</p> <p>(F) develop social communication and produce oral language in contextualized and purposeful ways</p> <p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. Based on the student's language proficiency level, the student is expected to:</p> <p>(B) write complete words, thoughts, and answers legibly</p> <p>(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. Based on the student's language proficiency level, the student is expected to use appropriate fluency (rate, accuracy, and prosody) and adjust fluency when reading grade-level text based on the reading purpose.</p> <p>(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. Based on the student's language proficiency level, the student is expected to self-select text and read independently for a sustained period of time.</p> <p>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to:</p> <p>(A) establish purpose for reading assigned and self-selected texts</p> <p>(C) make, correct, or confirm predictions using text features, characteristics of genre, and structures</p> <p>(E) make connections to personal experiences, ideas in other texts, and society</p> <p>(G) evaluate details read to determine key ideas</p> <p>(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p> <p>(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, the student is expected to:</p> <p>(C) use text evidence to support an appropriate response</p> <p>(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice</p>	
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GO! Emerge: Standards Alignment: Grade 8 English Learner Language Arts TEKS

Additional TEKS that can be addressed with this title:

- (3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary.** The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, the student is expected to:
- (A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech
 - (F) investigate expressions such as idioms and word relationships such as antonyms, synonyms, and analogies.
- (6) Comprehension skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to:
- (B) generate questions about text before, during, and after reading to deepen understanding and gain information
- (7) Response skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, the student is expected to:
- (D) paraphrase and summarize texts in ways that maintain meaning and logical order
- (8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements.** The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. Based on the student's language proficiency level, the student is expected to:
- (B) analyze how characters' motivations and behaviors influence events and resolution of the conflict
- (9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.** The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. Based on the student's language proficiency level, the student is expected to:
- (A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, fantasy, science fiction and short stories

Go! Emerge supports the following ELPS:

- 1.A, 1.B, 1.C, 1.E, 1.F, 1.H
- 2.A, 2.B, 2.C, 2.D, 2.E, 2.F
- 3.A, 3.B, 3.C, 3.D, 3.E, 3.F, 3.G, 3.J

GO! Emerge: Standards Alignment: Grade 8 English Learner Language Arts TEKS

<p>Genre: Arts Title: <i>Moves</i></p> <p>TEKS addressed by lessons and activities in the Saddleback Teacher's Guide:</p> <p>(1) Developing and sustaining foundational language skills—oral language. The student develops oral language through listening, speaking, and discussion. Based on the student's language proficiency level, the student is expected to: (F) develop social communication and produce oral language in contextualized and purposeful ways</p> <p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. Based on the student's language proficiency level, the student is expected to: (B) write complete words, thoughts, and answers legibly</p> <p>(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. Based on the student's language proficiency level, the student is expected to use appropriate fluency (rate, accuracy, and prosody) and adjust fluency when reading grade-level text based on the reading purpose.</p> <p>(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. Based on the student's language proficiency level, the student is expected to self-select text and read independently for a sustained period of time.</p> <p>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to: (A) establish purpose for reading assigned and self-selected texts (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures (E) make connections to personal experiences, ideas in other texts, and society (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p> <p>(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, the student is expected to: (C) use text evidence to support an appropriate response (H) respond orally or in writing with appropriate register, vocabulary, tone, and voice</p> <p>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. Based on the student's language proficiency level, the student is expected to: (B) analyze how characters' motivations and behaviors influence the events and the resolution of the conflict</p>	<p><i>GO! Emerge</i></p> <p><i>Moves</i></p>
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GO! Emerge: Standards Alignment: Grade 8 English Learner Language Arts TEKS

Additional TEKS that can be addressed with this title:

- (3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary.** The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, the student is expected to:
- (A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech
 - (F) investigate expressions such as idioms and word relationships such as antonyms, synonyms, and analogies.
- (6) Comprehension skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to:
- (B) generate questions about text before, during, and after reading to deepen understanding and gain information
- (7) Response skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, the student is expected to:
- (D) paraphrase and summarize texts in ways that maintain meaning and logical order
- (8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements.** The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. Based on the student's language proficiency level, the student is expected to:
- (B) analyze how characters' motivations and behaviors influence events and resolution of the conflict
- (9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.** The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. Based on the student's language proficiency level, the student is expected to:
- (A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, fantasy, science fiction and short stories

GO! Emerge supports the following ELPS:

- 1.A, 1.B, 1.C, 1.E, 1.F, 1.H
- 2.A, 2.B, 2.C, 2.D, 2.E, 2.F
- 3.A, 3.B, 3.C, 3.D, 3.E, 3.F, 3.G, 3.J

GO! Emerge: Standards Alignment: Grade 8 English Learner Language Arts TEKS

Genre: Arts
Title: Poet

TEKS addressed by lessons and activities in the Saddleback Teacher's Guide:

(1) Developing and sustaining foundational language skills—oral language. The student develops oral language through listening, speaking, and discussion. Based on the student's language proficiency level, the student is expected to:
(F) develop social communication and produce oral language in contextualized and purposeful ways

(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. Based on the student's language proficiency level, the student is expected to:
(B) write complete words, thoughts, and answers legibly

(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. Based on the student's language proficiency level, the student is expected to use appropriate fluency (rate, accuracy, and prosody) and adjust fluency when reading grade-level text based on the reading purpose.

(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. Based on the student's language proficiency level, the student is expected to self-select text and read independently for a sustained period of time.

(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to:
(A) establish purpose for reading assigned and self-selected texts
(C) make, correct, or confirm predictions using text features, characteristics of genre, and structures
(E) make connections to personal experiences, ideas in other texts, and society
(F) make inferences and use evidence to support understanding
(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, the student is expected to:
(C) use text evidence to support an appropriate response
(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice

GO! Emerge: Standards Alignment: Grade 8 English Learner Language Arts TEKS

Additional TEKS that can be addressed with this title:

- (3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary.** The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, the student is expected to:
- (A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech
- (6) Comprehension skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to:
- (B) generate questions about text before, during, and after reading to deepen understanding and gain information
- (7) Response skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, the student is expected to:
- (D) paraphrase and summarize texts in ways that maintain meaning and logical order
- (8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements.** The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. Based on the student's language proficiency level, the student is expected to:
- (B) analyze how characters' motivations and behaviors influence events and resolution of the conflict
- (9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.** The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. Based on the student's language proficiency level, the student is expected to:
- (A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, fantasy, science fiction and short stories

GO! Emerge supports the following ELPS:

- 1.A, 1.B, 1.C, 1.E, 1.F, 1.H
- 2.A, 2.B, 2.C, 2.D, 2.E, 2.F
- 3.A, 3.B, 3.C, 3.D, 3.E, 3.F, 3.G, 3.J

GO! Emerge: Standards Alignment: Grade 8 English Learner Language Arts TEKS

Genre: Arts Title: <i>Toons</i>	<p>TEKS addressed by lessons and activities in the Saddleback Teacher's Guide:</p> <p>(1) Developing and sustaining foundational language skills—oral language. The student develops oral language through listening, speaking, and discussion. Based on the student's language proficiency level, the student is expected to:</p> <p>(F) develop social communication and produce oral language in contextualized and purposeful ways</p> <p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. Based on the student's language proficiency level, the student is expected to:</p> <p>(B) write complete words, thoughts, and answers legibly</p> <p>(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. Based on the student's language proficiency level, the student is expected to use appropriate fluency (rate, accuracy, and prosody) and adjust fluency when reading grade-level text based on the reading purpose.</p> <p>(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. Based on the student's language proficiency level, the student is expected to self-select text and read independently for a sustained period of time.</p> <p>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to:</p> <p>(A) establish purpose for reading assigned and self-selected texts</p> <p>(E) make connections to personal experiences, ideas in other texts, and society</p> <p>(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p> <p>(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, the student is expected to:</p> <p>(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice</p> <p>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. Based on the student's language proficiency level, the student is expected to:</p> <p>(C) analyze the author's use of print and graphic features to achieve specific purposes</p>
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GO! Emerge: Standards Alignment: Grade 8 English Learner Language Arts TEKS

Additional TEKS that can be addressed with this title:

(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively.

Based on the student's language proficiency level, the student is expected to:

- (A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech
- (F) investigate expressions such as idioms and word relationships such as antonyms, synonyms, and analogies.

(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to:

- (B) generate questions about text before, during, and after reading to deepen understanding and gain information
- (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures
- (G) evaluate details read to determine key ideas

(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, the student is expected to:

- (D) paraphrase and summarize texts in ways that maintain meaning and logical order

GO! Emerge supports the following ELPS:

- 1.A, 1.B, 1.C, 1.E, 1.F, 1.H
- 2.A, 2.B, 2.C, 2.D, 2.E, 2.F
- 3.A, 3.B, 3.C, 3.D, 3.E, 3.F, 3.G, 3.J
- 4.A-J

GO! Emerge: Standards Alignment: Grade 8 English Learner Language Arts TEKS

Genre: Biology
Title: *Circle of Life*

TEKS addressed by lessons and activities in the Saddleback Teacher's Guide:

- (1) Developing and sustaining foundational language skills—oral language.** The student develops oral language through listening, speaking, and discussion. Based on the student's language proficiency level, the student is expected to:
- (F) develop social communication and produce oral language in contextualized and purposeful ways
- (2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.** The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. Based on the student's language proficiency level, the student is expected to:
- (B) write complete words, thoughts, and answers legibly
- (4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency.** The student reads grade-level text with fluency and comprehension. Based on the student's language proficiency level, the student is expected to use appropriate fluency (rate, accuracy, and prosody) and adjust fluency when reading grade-level text based on the reading purpose.
- (5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading.** The student reads grade-appropriate texts independently. Based on the student's language proficiency level, the student is expected to self-select text and read independently for a sustained period of time.
- (6) Comprehension skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to:
- (A) establish purpose for reading assigned and self-selected texts
 - (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures
 - (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
- (7) Response skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, the student is expected to:
- (B) write responses that demonstrate understanding of texts, including comparing sources within and across genres
 - (D) paraphrase and summarize texts in ways that maintain meaning and logical order
 - (H) respond orally or in writing with appropriate register, vocabulary, tone, and voice

GO! Emerge: Standards Alignment: Grade 8 English Learner Language Arts TEKS

Additional TEKS that can be addressed with this title:

- (3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary.** The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, the student is expected to:
- (A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech
- (6) Comprehension skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to:
- (B) generate questions about text before, during, and after reading to deepen understanding and gain information

GO! Emerge supports the following ELPS:

- 1.A, 1.B, 1.C, 1.E, 1.F, 1.H
- 2.A, 2.B, 2.C, 2.D, 2.E, 2.F
- 3.A, 3.B, 3.C, 3.D, 3.E, 3.F, 3.G, 3.J

4 A-J

GO! Emerge: Standards Alignment: Grade 8 English Learner Language Arts TEKS

Genre: Biology
Title: *Just Her Luck*

TEKS addressed by lessons and activities in the Saddleback Teacher's Guide:

(1) Developing and sustaining foundational language skills—oral language. The student develops oral language through listening, speaking, and discussion. Based on the student's language proficiency level, the student is expected to:
(F) develop social communication and produce oral language in contextualized and purposeful ways

(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. Based on the student's language proficiency level, the student is expected to:
(B) write complete words, thoughts, and answers legibly

(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. Based on the student's language proficiency level, the student is expected to use appropriate fluency (rate, accuracy, and prosody) and adjust fluency when reading grade-level text based on the reading purpose.

(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. Based on the student's language proficiency level, the student is expected to self-select text and read independently for a sustained period of time.

(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to:
(A) establish purpose for reading assigned and self-selected texts
(C) make, correct, or confirm predictions using text features, characteristics of genre, and structures
(F) make inferences and use evidence to support understanding
(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, the student is expected to:
(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice

GO! Emerge: Standards Alignment: Grade 8 English Learner Language Arts TEKS

Additional TEKS that can be addressed with this title:

- (3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary.** The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, the student is expected to:
- (A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech
- (6) Comprehension skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to:
- (B) generate questions about text before, during, and after reading to deepen understanding and gain information
- (7) Response skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, the student is expected to:
- (D) paraphrase and summarize texts in ways that maintain meaning and logical order
- (8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements.** The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. Based on the student's language proficiency level, the student is expected to:
- (B) analyze how characters' motivations and behaviors influence events and resolution of the conflict
- (9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.** The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. Based on the student's language proficiency level, the student is expected to:
- (A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, fantasy, science fiction and short stories

GO! Emerge supports the following ELPS:

- 1.A, 1.B, 1.C, 1.E, 1.F, 1.H
- 2.A, 2.B, 2.C, 2.D, 2.E, 2.F
- 3.A, 3.B, 3.C, 3.D, 3.E, 3.F, 3.G, 3.J

GO! Emerge: Standards Alignment: Grade 8 English Learner Language Arts TEKS

Genre: Biology
Title: *Viral*

TEKS addressed by lessons and activities in the Saddleback Teacher's Guide:

- (1) **Developing and sustaining foundational language skills—oral language.** The student develops oral language through listening, speaking, and discussion. Based on the student's language proficiency level, the student is expected to:
- (F) develop social communication and produce oral language in contextualized and purposeful ways
- (2) **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.** The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. Based on the student's language proficiency level, the student is expected to:
- (B) write complete words, thoughts, and answers legibly
- (4) **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency.** The student reads grade-level text with fluency and comprehension. Based on the student's language proficiency level, the student is expected to use appropriate fluency (rate, accuracy, and prosody) and adjust fluency when reading grade-level text based on the reading purpose.
- (5) **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading.** The student reads grade-appropriate texts independently. Based on the student's language proficiency level, the student is expected to self-select text and read independently for a sustained period of time.
- (6) **Comprehension skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to:
- (A) establish purpose for reading assigned and self-selected texts
 - (E) make connections to personal experiences, ideas in other texts, and society
 - (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
- (7) **Response skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, the student is expected to:
- (H) respond orally or in writing with appropriate register, vocabulary, tone, and voice
- (8) **Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements.** The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. Based on the student's language proficiency level, the student is expected to:
- (C) analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development
- (10) **Author's purpose and craft:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. Based on the student's language proficiency level, the student is expected to:
- (E) identify and analyze the use of literary devices, including multiple points of view and irony

Additional TEKS that can be addressed with this title:

- (3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary.** The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, the student is expected to:
- (A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech
- (6) Comprehension skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to:
- (B) generate questions about text before, during, and after reading to deepen understanding and gain information
 - (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures
- (7) Response skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, the student is expected to:
- (D) paraphrase and summarize texts in ways that maintain meaning and logical order
- (8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements.** The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. Based on the student's language proficiency level, the student is expected to:
- (B) analyze how characters' motivations and behaviors influence events and resolution of the conflict

Go! Emerge supports the following ELPS:

- 1.A, 1.B, 1.C, 1.E, 1.F, 1.H
 - 2.A, 2.B, 2.C, 2.D, 2.F, 2.F
 - 3.A, 3.B, 3.C, 3.D, 3.E, 3.F, 3.G, 3.J
- 4 A-J

GO! Emerge: Standards Alignment: Grade 8 English Learner Language Arts TEKS

Genre: Biology
Title: *Animal Tools*

TEKS addressed by lessons and activities in the Saddleback Teacher's Guide:

(1) Developing and sustaining foundational language skills—oral language. The student develops oral language through listening, speaking, and discussion. Based on the student's language proficiency level, the student is expected to:
(F) develop social communication and produce oral language in contextualized and purposeful ways

(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. Based on the student's language proficiency level, the student is expected to:
(B) write complete words, thoughts, and answers legibly

(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. Based on the student's language proficiency level, the student is expected to use appropriate fluency (rate, accuracy, and prosody) and adjust fluency when reading grade-level text based on the reading purpose.

(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. Based on the student's language proficiency level, the student is expected to self-select text and read independently for a sustained period of time.

(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to:
(A) establish purpose for reading assigned and self-selected texts
(C) make, correct, or confirm predictions using text features, characteristics of genre, and structures
(E) make connections to personal experiences, ideas in other texts, and society
(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, the student is expected to:
(B) write responses that demonstrate understanding of texts, including comparing sources within and across genres
(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice

(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. Based on the student's language proficiency level, the student is expected to:
(C) analyze the author's use of print and graphic features to achieve specific purposes

GO! Emerge: Standards Alignment: Grade 8 English Learner Language Arts TEKS

Additional TEKS that can be addressed with this title:

- (3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary.** The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, the student is expected to:
- (A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech
- (6) Comprehension skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to:
- (B) generate questions about text before, during, and after reading to deepen understanding and gain information
 - (G) evaluate details read to determine key ideas
- (7) Response skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, the student is expected to:
- (D) paraphrase and summarize texts in ways that maintain meaning and logical order
- (10) Author's purpose and craft:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. Based on the student's language proficiency level, the student is expected to:
- (B) analyze how the use of text structure contributes to the author's purpose

Go! Emerge supports the following ELPS:

- 1.A, 1.B, 1.C, 1.E, 1.F, 1.H
- 2.A, 2.B, 2.C, 2.D, 2.F, 2.F
- 3.A, 3.B, 3.C, 3.D, 3.E, 3.F, 3.G, 3.J

4 A-J

GO! Emerge: Standards Alignment: Grade 8 English Learner Language Arts TEKS

Genre: Insects/Arachnids/Reptiles
Title: Hatch

TEKS addressed by lessons and activities in the Saddleback Teacher's Guide:

- (1) Developing and sustaining foundational language skills—oral language.** The student develops oral language through listening, speaking, and discussion. Based on the student's language proficiency level, the student is expected to:
- (F) develop social communication and produce oral language in contextualized and purposeful ways
- (2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.** The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. Based on the student's language proficiency level, the student is expected to:
- (B) write complete words, thoughts, and answers legibly
- (4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency.** The student reads grade-level text with fluency and comprehension. Based on the student's language proficiency level, the student is expected to use appropriate fluency (rate, accuracy, and prosody) and adjust fluency when reading grade-level text based on the reading purpose.
- (5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading.** The student reads grade-appropriate texts independently. Based on the student's language proficiency level, the student is expected to self-select text and read independently for a sustained period of time.
- (6) Comprehension skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to:
- (A) establish purpose for reading assigned and self-selected texts
- (E) make connections to personal experiences, ideas in other texts, and society
- (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
- (7) Response skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, the student is expected to:
- (H) respond orally or in writing with appropriate register, vocabulary, tone, and voice
- (8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements.** The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. Based on the student's language proficiency level, the student is expected to:
- (B) analyze how characters' motivations and behaviors influence events and resolution of the conflict

GO! Emerge: Standards Alignment: Grade 8 English Learner Language Arts TEKS

Additional TEKS that can be addressed with this title:

- (3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary.** The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, the student is expected to:
- (A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech
 - (F) investigate expressions such as idioms and word relationships such as antonyms, synonyms, and analogies.
- (6) Comprehension skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to:
- (B) generate questions about text before, during, and after reading to deepen understanding and gain information
 - (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures
- (7) Response skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, the student is expected to:
- (D) paraphrase and summarize texts in ways that maintain meaning and logical order

Go! Emerge supports the following ELPS:

- 1.A, 1.B, 1.C, 1.E, 1.F, 1.H
- 2.A, 2.B, 2.C, 2.D, 2.E, 2.F
- 3.A, 3.B, 3.C, 3.D, 3.E, 3.F, 3.G, 3.J
- 4.A-J

GO! Emerge: Standards Alignment: Grade 8 English Learner Language Arts TEKS

Genre: Insects/Arachnids/Reptiles
Title: *Rare*

TEKS addressed by lessons and activities in the Saddleback Teacher's Guide:

- (1) **Developing and sustaining foundational language skills—oral language.** The student develops oral language through listening, speaking, and discussion. Based on the student's language proficiency level, the student is expected to:
(F) develop social communication and produce oral language in contextualized and purposeful ways
- (2) **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.** The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. Based on the student's language proficiency level, the student is expected to:
(B) write complete words, thoughts, and answers legibly
- (4) **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency.** The student reads grade-level text with fluency and comprehension. Based on the student's language proficiency level, the student is expected to use appropriate fluency (rate, accuracy, and prosody) and adjust fluency when reading grade-level text based on the reading purpose.
- (5) **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading.** The student reads grade-appropriate texts independently. Based on the student's language proficiency level, the student is expected to self-select text and read independently for a sustained period of time.
- (6) **Comprehension skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to:
(A) establish purpose for reading assigned and self-selected texts
(C) make, correct, or confirm predictions using text features, characteristics of genre, and structures
(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
- (7) **Response skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, the student is expected to:
(B) write responses that demonstrate understanding of texts, including comparing sources within and across genres
(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice
- (8) **Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements.** The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. Based on the student's language proficiency level, the student is expected to:
(B) analyze how characters' motivations and behaviors influence events and resolution of the conflict

GO! Emerge: Standards Alignment: Grade 8 English Learner Language Arts TEKS

Additional TEKS that can be addressed with this title:

- (3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary.** The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, the student is expected to:
- (A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech
 - (F) investigate expressions such as idioms and word relationships such as antonyms, synonyms, and analogies.
- (6) Comprehension skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to:
- (B) generate questions about text before, during, and after reading to deepen understanding and gain information
- (7) Response skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, the student is expected to:
- (D) paraphrase and summarize texts in ways that maintain meaning and logical order
- (8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements.** The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. Based on the student's language proficiency level, the student is expected to:
- (D) explain how the setting influences the values and beliefs of characters
- (9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.** The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. Based on the student's language proficiency level, the student is expected to:
- (A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, fantasy, science fiction and short stories
- Go! Emerge supports the following ELPS:**
- 1.A, 1.B, 1.C, 1.E, 1.F, 1.H
 - 2.A, 2.B, 2.C, 2.D, 2.E, 2.F
 - 3.A, 3.B, 3.C, 3.D, 3.E, 3.F, 3.G, 3.J
 - 4.A-J

GO! Emerge: Standards Alignment: Grade 8 English Learner Language Arts TEKS

Genre: Insects/Arachnids/Reptiles
Title: Slither

TEKS addressed by lessons and activities in the Saddleback Teacher's Guide:

(1) Developing and sustaining foundational language skills—oral language. The student develops oral language through listening, speaking, and discussion. Based on the student's language proficiency level, the student is expected to:
(F) develop social communication and produce oral language in contextualized and purposeful ways

(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. Based on the student's language proficiency level, the student is expected to:
(B) write complete words, thoughts, and answers legibly

(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. Based on the student's language proficiency level, the student is expected to use appropriate fluency (rate, accuracy, and prosody) and adjust fluency when reading grade-level text based on the reading purpose.

(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. Based on the student's language proficiency level, the student is expected to self-select text and read independently for a sustained period of time.

(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to:
(A) establish purpose for reading assigned and self-selected texts
(C) make, correct, or confirm predictions using text features, characteristics of genre, and structures
(E) make connections to personal experiences, ideas in other texts, and society
(F) make inferences and use evidence to support understanding
(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, the student is expected to:
(C) use text evidence to support an appropriate response
(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice

GO! Emerge: Standards Alignment: Grade 8 English Learner Language Arts TEKS

Additional TEKS that can be addressed with this title:

- (3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary.** The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, the student is expected to:
- (A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech
- (6) Comprehension skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to:
- (B) generate questions about text before, during, and after reading to deepen understanding and gain information
- (7) Response skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, the student is expected to:
- (D) paraphrase and summarize texts in ways that maintain meaning and logical order
- (8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements.** The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. Based on the student's language proficiency level, the student is expected to:
- (B) analyze how characters' motivations and behaviors influence events and resolution of the conflict
- (9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.** The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. Based on the student's language proficiency level, the student is expected to:
- (A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, fantasy, science fiction and short stories

Go! Emerge supports the following ELPS:

- 1.A, 1.B, 1.C, 1.E, 1.F, 1.H
- 2.A, 2.B, 2.C, 2.D, 2.E, 2.F
- 3.A, 3.B, 3.C, 3.D, 3.E, 3.F, 3.G, 3.J
- 4.A-J

GO! *Emerge*: Standards Alignment: Grade 8 English Learner Language Arts TEKS

Genre: Insects/Arachnids/Reptiles
Title: *Spiders*

TEKS addressed by lessons and activities in the Saddleback Teacher's Guide:

- (1) **Developing and sustaining foundational language skills—oral language.** The student develops oral language through listening, speaking, and discussion. Based on the student's language proficiency level, the student is expected to:
(F) develop social communication and produce oral language in contextualized and purposeful ways
- (2) **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.** The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. Based on the student's language proficiency level, the student is expected to:
(B) write complete words, thoughts, and answers legibly
- (4) **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency.** The student reads grade-level text with fluency and comprehension. Based on the student's language proficiency level, the student is expected to use appropriate fluency (rate, accuracy, and prosody) and adjust fluency when reading grade-level text based on the reading purpose.
- (5) **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading.** The student reads grade-appropriate texts independently. Based on the student's language proficiency level, the student is expected to self-select text and read independently for a sustained period of time.
- (6) **Comprehension skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to:
(A) establish purpose for reading assigned and self-selected texts
(E) make connections to personal experiences, ideas in other texts, and society
(G) evaluate details read to determine key ideas
(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
- (7) **Response skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, the student is expected to:
(B) write responses that demonstrate understanding of texts, including comparing sources within and across genres
(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice
- (10) **Author's purpose and craft:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. Based on the student's language proficiency level, the student is expected to:
(C) analyze the author's use of print and graphic features to achieve specific purposes

GO! Emerge: Standards Alignment: Grade 8 English Learner Language Arts TEKS

Additional TEKS that can be addressed with this title:

(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively.

Based on the student's language proficiency level, the student is expected to:

- (A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech

(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to:
(B) generate questions about text before, during, and after reading to deepen understanding and gain information

(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, the student is expected to:
(D) paraphrase and summarize texts in ways that maintain meaning and logical order

GO! Emerge supports the following ELPS:

- 1.A, 1.B, 1.C, 1.E, 1.F, 1.H
- 2.A, 2.B, 2.C, 2.D, 2.E, 2.F
- 3.A, 3.B, 3.C, 3.D, 3.E, 3.F, 3.G, 3.J
- 4.A-J

GO! Emerge: Standards Alignment: Grade 8 English Learner Language Arts TEKS

Genre: Mystery
Title: *Fear*

TEKS addressed by lessons and activities in the Saddleback Teacher's Guide:

(1) Developing and sustaining foundational language skills—oral language. The student develops oral language through listening, speaking, and discussion. Based on the student's language proficiency level, the student is expected to:
(F) develop social communication and produce oral language in contextualized and purposeful ways

(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. Based on the student's language proficiency level, the student is expected to:
(B) write complete words, thoughts, and answers legibly

(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. Based on the student's language proficiency level, the student is expected to use appropriate fluency (rate, accuracy, and prosody) and adjust fluency when reading grade-level text based on the reading purpose.

(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. Based on the student's language proficiency level, the student is expected to self-select text and read independently for a sustained period of time.

(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to:
(A) establish purpose for reading assigned and self-selected texts
(C) make, correct, or confirm predictions using text features, characteristics of genre, and structures
(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, the student is expected to:
(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice

(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. Based on the student's language proficiency level, the student is expected to:
(A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, fantasy, science fiction, and short stories

GO! Emerge: Standards Alignment: Grade 8 English Learner Language Arts TEKS

Additional TEKS that can be addressed with this title:

- (3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary.** The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, the student is expected to:
- (A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech
- (6) Comprehension skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to:
- (B) generate questions about text before, during, and after reading to deepen understanding and gain information
- (7) Response skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, the student is expected to:
- (D) paraphrase and summarize texts in ways that maintain meaning and logical order
- (8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements.** The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. Based on the student's language proficiency level, the student is expected to:
- (B) analyze how characters' motivations and behaviors influence events and resolution of the conflict
- (9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.** The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. Based on the student's language proficiency level, the student is expected to:
- (A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, fantasy, science fiction and short stories

GO! Emerge supports the following ELPS:

- 1.A, 1.B, 1.C, 1.E, 1.F, 1.H
- 2.A, 2.B, 2.C, 2.D, 2.E, 2.F
- 3.A, 3.B, 3.C, 3.D, 3.E, 3.F, 3.G, 3.J

GO! Emerge: Standards Alignment: Grade 8 English Learner Language Arts TEKS

Genre: Mystery
Title: *Into the Woods*

TEKS addressed by lessons and activities in the Saddleback Teacher's Guide:

- (1) **Developing and sustaining foundational language skills—oral language.** The student develops oral language through listening, speaking, and discussion. Based on the student's language proficiency level, the student is expected to:
- (F) develop social communication and produce oral language in contextualized and purposeful ways
- (2) **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.** The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. Based on the student's language proficiency level, the student is expected to:
- (B) write complete words, thoughts, and answers legibly
- (4) **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency.** The student reads grade-level text with fluency and comprehension. Based on the student's language proficiency level, the student is expected to use appropriate fluency (rate, accuracy, and prosody) and adjust fluency when reading grade-level text based on the reading purpose.
- (5) **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading.** The student reads grade-appropriate texts independently. Based on the student's language proficiency level, the student is expected to self-select text and read independently for a sustained period of time.
- (6) **Comprehension skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to:
- (A) establish purpose for reading assigned and self-selected texts
 - (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures
 - (F) make inferences and use evidence to support understanding
 - (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
- (7) **Response skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, the student is expected to:
- (B) write responses that demonstrate understanding of texts, including comparing sources within and across genres
 - (C) use text evidence to support an appropriate response
 - (H) respond orally or in writing with appropriate register, vocabulary, tone, and voice

GO! Emerge: Standards Alignment: Grade 8 English Learner Language Arts TEKS

Additional TEKS that can be addressed with this title:

- (3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary.** The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, the student is expected to:
- (A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech
 - (F) investigate expressions such as idioms and word relationships such as antonyms, synonyms, and analogies
- (6) Comprehension skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to:
- (B) generate questions about text before, during, and after reading to deepen understanding and gain information
- (7) Response skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, the student is expected to:
- (D) paraphrase and summarize texts in ways that maintain meaning and logical order
- (8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements.** The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. Based on the student's language proficiency level, the student is expected to:
- (B) analyze how characters' motivations and behaviors influence events and resolution of the conflict
- (9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.** The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. Based on the student's language proficiency level, the student is expected to:
- (A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, fantasy, science fiction and short stories

GO! Emerge supports the following ELPS:

- 1.A, 1.B, 1.C, 1.E, 1.F, 1.H
- 2.A, 2.B, 2.C, 2.D, 2.E, 2.F
- 3.A, 3.B, 3.C, 3.D, 3.E, 3.F, 3.G, 3.J

GO! Emerge: Standards Alignment: Grade 8 English Learner Language Arts TEKS

Genre: Mystery
Title: *Shiny Things*

TEKS addressed by lessons and activities in the Saddleback Teacher's Guide:

(1) Developing and sustaining foundational language skills—oral language. The student develops oral language through listening, speaking, and discussion. Based on the student's language proficiency level, the student is expected to:
(F) develop social communication and produce oral language in contextualized and purposeful ways

(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. Based on the student's language proficiency level, the student is expected to:
(B) write complete words, thoughts, and answers legibly

(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. Based on the student's language proficiency level, the student is expected to use appropriate fluency (rate, accuracy, and prosody) and adjust fluency when reading grade-level text based on the reading purpose.

(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. Based on the student's language proficiency level, the student is expected to self-select text and read independently for a sustained period of time.

(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to:
(A) establish purpose for reading assigned and self-selected texts
(C) make, correct, or confirm predictions using text features, characteristics of genre, and structures
(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read,
(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice

(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. Based on the student's language proficiency level, the student is expected to:
(A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, fantasy, science fiction, and short stories

GO! Emerge: Standards Alignment: Grade 8 English Learner Language Arts TEKS

Additional TEKS that can be addressed with this title:

- (3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary.** The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, the student is expected to:
- (A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech
 - (F) investigate expressions such as idioms and word relationships such as antonyms, synonyms, and analogies
- (6) Comprehension skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to:
- (B) generate questions about text before, during, and after reading to deepen understanding and gain information
- (7) Response skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, the student is expected to:
- (D) paraphrase and summarize texts in ways that maintain meaning and logical order
- (8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements.** The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. Based on the student's language proficiency level, the student is expected to:
- (B) analyze how characters' motivations and behaviors influence events and resolution of the conflict
- (9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.** The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. Based on the student's language proficiency level, the student is expected to:
- (A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, fantasy, science fiction and short stories

GO! Emerge supports the following ELPS:

- 1.A, 1.B, 1.C, 1.E, 1.F, 1.H
- 2.A, 2.B, 2.C, 2.D, 2.E, 2.F
- 3.A, 3.B, 3.C, 3.D, 3.E, 3.F, 3.G, 3.J

GO! Emerge: Standards Alignment: Grade 8 English Learner Language Arts TEKS

Genre: Mystery
Title: *Crop Circles*

TEKS addressed by lessons and activities in the Saddleback Teacher's Guide:

- (1) **Developing and sustaining foundational language skills—oral language.** The student develops oral language through listening, speaking, and discussion. Based on the student's language proficiency level, the student is expected to:
(F) develop social communication and produce oral language in contextualized and purposeful ways
- (2) **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.** The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. Based on the student's language proficiency level, the student is expected to:
(B) write complete words, thoughts, and answers legibly
- (4) **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency.** The student reads grade-level text with fluency and comprehension. Based on the student's language proficiency level, the student is expected to use appropriate fluency (rate, accuracy, and prosody) and adjust fluency when reading grade-level text based on the reading purpose.
- (5) **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading.** The student reads grade-appropriate texts independently. Based on the student's language proficiency level, the student is expected to self-select text and read independently for a sustained period of time.
- (6) **Comprehension skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to:
(A) establish purpose for reading assigned and self-selected texts
(E) make connections to personal experiences, ideas in other texts, and society
(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
- (7) **Response skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, the student is expected to:
(C) use text evidence to support an appropriate response
(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice
- (10) **Author's purpose and craft:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. Based on the student's language proficiency level, the student is expected to:
(B) analyze how the use of text structure contributes to the author's purpose
(C) analyze the author's use of print and graphic features to achieve specific purposes

GO! Emerge: Standards Alignment: Grade 8 English Learner Language Arts TEKS

Additional TEKS that can be addressed with this title:

(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively.

Based on the student's language proficiency level, the student is expected to:

(A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech

(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to:

(B) generate questions about text before, during, and after reading to deepen understanding and gain information

(G) evaluate details read to determine key ideas

(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, the student is expected to:

(B) write responses that demonstrate understanding of texts, including comparing sources within and across genres

(D) paraphrase and summarize texts in ways that maintain meaning and logical order

GO! Emerge supports the following ELPS:

1.A, 1.B, 1.C, 1.E, 1.F, 1.H

2.A, 2.B, 2.C, 2.D, 2.E, 2.F

3.A, 3.B, 3.C, 3.D, 3.E, 3.F, 3.G, 3.J

4 A-J