



TEKS CORRELATION

GO! ENGAGE

TEKS

Correlated to Texas Essential Knowledge and Skills

English Learners Language Arts and Reading
7th Grade



***GO! Engage* 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! Engage* 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! Engage*

GO! Engage 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! Engage*, the TEKS chart shows the letters *TG* for the student expectations a teacher will address when following the lessons in the *GO! Engage* 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! Engage* is a supplemental resource, only the most frequently addressed student expectations and strands are listed on the chart.

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

		History/Culture		Mystery		Myths/Legends		Sports		Technology	
Dust	Hurricane	Quake	Storm Chasers	Fuzz	The Closet	Pete Nian	Chupacabra	Tell Jon	Concussion	Pop	Shark Cam Hover
(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) <i>develop social communication and produce oral language in contextualized and purposeful ways</i>	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG
(2) <i>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:</i>											
(B) <i>write complete words, thoughts, and answers legibly</i>	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG
(3) <i>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:</i>											
(A) <i>use print or digital resources to determine the meaning, syllabification, pronunciation, word origin, and part of speech</i>	BK	BK	BK	BK	BK	BK	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>	BK	BK	BK		BK		BK	BK		BK	
(4) <i>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.</i>											
(5) <i>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.</i>	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! Engage: English Learners Language Arts (ELLA) Standards-Grade 7 Correlations

History/Culture		Mystery		Myths/Legends		Sports		Technology	
Dust	Hurricane	Quake	Fuzz	The Closets	Chupacabra	Pete	The Sword	Concussion	Shark Cam
BK	BK	BK	BK	BK	BK	BK	BK	BK	BK
TG	TG	TG	TG	TG	TG	TG	TG	TG	TG
(A) establish purpose for reading assigned and self-selected texts									
(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									
(E) make connections to personal experiences, ideas in other texts, and society									
(F) make inferences and use evidence to support understanding									
(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:									
(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									
(C) use text evidence to support an appropriate response									
(D) paraphrase and summarize texts in ways that maintain meaning and logical order									
(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									
(I) reflect on and adjust responses as new evidence is presented									
TG	TG	TG	TG	TG	TG	TG	TG	TG	TG
BK	BK	BK	BK	BK	BK	BK	BK	BK	BK

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

History/Culture		Mystery		Myths/Legends		Sports		Technology	
Dust	Hurricane	Quake	Chupacabra	Nian	Pete	The Sword	Tell Jon	Concussion	Shark Cam
Storm	Fuzz	The Closet	Fizz	Broked	Rail Trouble	Brill Jon	Teil Jon	Concussion	Hover
Chasers	The Ring	BK	BK	BK	BK	BK	BK	TG	BK
Char	Fuzz	TG	BK	BK	BK	BK	BK	BK	BK
Chupacabra	Nian	BK	BK	BK	BK	BK	BK	TG	BK
Chupacabra	Pete	BK	BK	BK	BK	BK	BK	BK	BK
Chupacabra	The Sword	BK	BK	BK	BK	BK	BK	BK	BK
Chupacabra	Tell Jon	BK	BK	BK	BK	BK	BK	TG	BK
Chupacabra	Concussion	BK	BK	BK	BK	BK	BK	BK	BK
Concussion	Brill Jon	TG	BK	BK	BK	BK	BK	BK	BK
Concussion	Shark Cam	TG	BK	BK	BK	BK	BK	BK	BK
Concussion	Hover	TG	BK	BK	BK	BK	BK	BK	BK

(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

(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

(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

(E) identify the use of literary devices, including subjective and objective point of view

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! Engage Standards Alignment:

Grade 7 English Learner Language Arts TEKS

Saddleback Educational Publishing

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

Genre: History/Culture Title: <i>Dust</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>(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 (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</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>(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>(A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, myths, fantasy, and science fiction</p>
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Other TEKS you can teach 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 a 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
- Go! Engage 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! Engage: Standards Alignment: Grade 7 English Learner Language Arts TEKS

Genre: History/Culture
Title: *Hurricane*

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

(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! Engage: Standards Alignment: Grade 7 English Learner Language Arts TEKS

Other TEKS you can teach 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 a 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 and
 - (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! Engage 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! Engage: Standards Alignment: Grade 7 English Learner Language Arts TEKS

Genre: History/Culture Title: <i>Quake</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">(C) use text evidence to support an appropriate response(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice <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> <ul style="list-style-type: none">(B) analyze how characters' qualities influence events and resolution of the conflict(D) analyze how the setting influences character and plot development
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Other TEKS you can teach 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 a 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 and
- (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! Engage 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! Engage: Standards Alignment: Grade 7 English Learner Language Arts TEKS

Genre: History/Culture
Title: *Storm Chasers*

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
- (I) reflect on and adjust responses as new evidence is presented

(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

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

(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

Other TEKS you can teach 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 a student's language proficiency level, the student is expected to:

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

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

Genre: Mystery
Title: *The Closet*

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! Engage: Standards Alignment: Grade 7 English Learner Language Arts TEKS

Other TEKS you can teach 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 a 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
 - (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! Engage 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! Engage: Standards Alignment: Grade 7 English Learner Language Arts TEKS

Genre: Mystery
Title: *Fuzz*

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:
- (C) use text evidence to support an appropriate response
 - (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
- (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

Other TEKS you can teach 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
- (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! Engage 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! Engage: Standards Alignment: Grade 7 English Learner Language Arts TEKS

Genre: Mystery
Title: *The Ring*

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.
- (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:
- (C) use text evidence to support an appropriate response
 - (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

Other TEKS you can teach with this title:

GO! Engage

The Ring

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

(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

(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! Engage 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! Engage: Standards Alignment: Grade 7 English Learner Language Arts TEKS

Genre: Mystery
Title: *Chupacabra*

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:
- (C) use text evidence to support an appropriate response
 - (H) respond orally or in writing with appropriate register, vocabulary, tone, and voice

Other TEKS you can teach with this title:

GO! Engage

Chupacabra

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

- (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
 - (I) reflect on and adjust responses as new evidence is presented

- (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! Engage 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! Engage: Standards Alignment: Grade 7 English Learner Language Arts TEKS

Genre: Myths/Legends

Title: *Nian*

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:

- (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! Engage: Standards Alignment: Grade 7 English Learner Language Arts TEKS

Other TEKS you can teach 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

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

Genre: Myths/Legends
Title: *Pele*

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:
- (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
- (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! Engage: Standards Alignment: Grade 7 English Learner Language Arts TEKS

Other TEKS you can teach 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 a 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! Engage 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! Engage: Standards Alignment: Grade 7 English Learner Language Arts TEKS

Genre: Myths/Legends
Title: *The Sword*

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
 - (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

- (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! Engage: Standards Alignment: Grade 7 English Learner Language Arts TEKS

Other TEKS you can teach 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 a 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! Engage 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! Engage: Standards Alignment: Grade 7 English Learner Language Arts TEKS

Genre: Myths/Legends
Title: *Tricksters of Myth*

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:
- (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

Other TEKS you can teach with this title:

GO! Engage

Tricksters of Myth

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

- (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 a 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! Engage 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! Engage: Standards Alignment: Grade 7 English Learner Language Arts TEKS

Genre: Sports
Title: *Broken Record*

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:
(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! Engage: Standards Alignment: Grade 7 English Learner Language Arts TEKS

Other TEKS you can teach 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 a 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
 - (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! Engage 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! Engage: Standards Alignment: Grade 7 English Learner Language Arts TEKS

Genre: Sports
Title: *Rail Trouble*

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:
- (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

Other TEKS you can teach with this title:

GO! Engage

Rail Trouble

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

- (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 a 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! Engage 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! Engage: Standards Alignment: Grade 7 English Learner Language Arts TEKS

Genre: Sports
Title: Tell Jon

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
 - (C) use text evidence to support an appropriate response
 - (H) respond orally or in writing with appropriate register, vocabulary, tone, and voice

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

Other TEKS you can teach 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 a 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! Engage 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! Engage: Standards Alignment: Grade 7 English Learner Language Arts TEKS

Genre: Sports
Title: Concussion

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

Other TEKS you can teach 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 a student's language proficiency level, the student is expected to:
(D) paraphrase and summarize texts in ways that maintain meaning and logical order.

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

Genre: Technology
Title: *Pops*

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
 - (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

Other TEKS you can teach with this title:

GO! Engage

Pops

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

- (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 a student's language proficiency level, the student is expected to:
- (A) describe personal connections to a variety of sources, including self-selected texts
 - (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! Engage 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! Engage: Standards Alignment: Grade 7 English Learner Language Arts TEKS

Genre: Technology
Title: *Rumors*

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:
- (C) use text evidence to support an appropriate response
 - (H) respond orally or in writing with appropriate register, vocabulary, tone, and voice

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

Other TEKS you can teach 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 a student's language proficiency level, the student is expected to:

- (A) describe personal connections to a variety of sources, including self-selected texts
- (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! Engage 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! Engage: Standards Alignment: Grade 7 English Learner Language Arts TEKS

Genre: Technology
Title: *Shark Cam*

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
 - (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! Engage: Standards Alignment: Grade 7 English Learner Language Arts TEKS

Other TEKS you can teach 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 a 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! Engage 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! Engage: Standards Alignment: Grade 7 English Learner Language Arts TEKS

Genre: Technology
Title: Hover

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

Other TEKS you can teach 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 a student's language proficiency level, the student is expected to:
(D) paraphrase and summarize texts in ways that maintain meaning and logical order.

GO! Engage 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



TEKS CORRELATION

GO! ENGAGE

TEKS

Correlated to Texas Essential Knowledge and Skills

English Learners Language Arts and Reading
8th Grade



***GO! Engage* 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! Engage* 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! Engage*

GO! Engage 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! Engage*, the TEKS chart shows the letters *TG* for the student expectations a teacher will address when following the lessons in the *GO! Engage* 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! Engage* is a supplemental resource, only the most frequently addressed student expectations and strands are listed on the chart.

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

		History/Culture		Mystery		Myths/Legends		Sports		Technology	
Dust	Hurricane	Quake	Storm Chasers	Fuzz	The Closet	Pete Nian	Chupacabra	Tell Jon	Concussion	Pop's	Shark Cam Hover
(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) <i>develop social communication and produce oral language in contextualized and purposeful ways</i>	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG
(2) <i>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:</i>											
(B) <i>write complete words, thoughts, and answers legibly</i>	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG
(3) <i>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:</i>											
(A) <i>use print or digital resources to determine the meaning, syllabification, pronunciation, word origin, and part of speech</i>	BK	BK	BK	BK	BK	BK	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>	BK	BK	BK		BK		BK	BK		BK	
(4) <i>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.</i>											
(5) <i>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.</i>	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! Engage: English Learners Language Arts (ELLA) Standards-Grade 8 Correlations

History/Culture		Mystery		Myths/Legends		Sports		Technology	
Dust	Hurricane	Quake	Fuzz	The Closet	Chupacabra	Pete	The Sword	Concussion	Shark Cam
									Hover
(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
(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
(C) make, correct, or confirm predictions using text features, characteristics of genre, and structures	TG	BK	TG	TG	TG			TG	TG
(E) make connections to personal experiences, ideas in other texts, and society	TG	TG		TG	TG	TG	TG	TG	TG
(F) make inferences and use evidence to support understanding	TG	TG		TG		TG		TG	
(G) evaluate details read to determine key ideas					BK			BK	
(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
(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								BK	BK
(B) write responses that demonstrate understanding of texts, including comparing sources within and across genres								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	TG	BK	BK	BK	BK
(G) discuss and write about the explicit or implicit meanings of text							TG		
(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice	TG	TG	TG	TG	TG	TG	TG	TG	TG
(I) reflect on and adjust responses as new evidence is presented				TG			BK		

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

History/Culture		Mystery		Myths/Legends		Sports		Technology	
Dust	Hurricane	Quake	Chupsacabra	Nian	Pete	The Sword	Tickets of Myth	Concussion	Shark Cam
Storm Chasers	Fuzz	The Closet	The Ring	Chupacabra	Pele	Brokend Record	Rail Trouble	Tell Jon	Hover
Hurricane	BK	TG	BK	BK	BK	BK	BK	BK	BK
Quake	BK	TG	BK	BK	BK	BK	BK	BK	BK
Chupsacabra	BK	BK	BK	BK	BK	BK	BK	BK	BK
Nian	BK	TG	BK	BK	TG	BK	BK	BK	BK
Pete	BK	TG	BK	BK	TG	BK	BK	BK	BK
The Sword	BK	TG	BK	BK	TG	BK	BK	BK	BK
Tickets of Myth	BK	TG	BK	BK	TG	BK	BK	BK	BK
Concussion	BK	TG	BK	BK	TG	BK	BK	BK	BK
Shark Cam	BK	TG	BK	BK	TG	BK	BK	BK	BK
Hover	BK	TG	BK	BK	TG	BK	BK	BK	BK

(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.

(C) analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development.

(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*

(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

(E) identify the use of literary devices, including multiple points of view and irony

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! Engage Standards Alignment:

Grade 8 English Learner Language Arts TEKS

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

Genre: History/Culture Title: Dust	<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 (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.</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>(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>(A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, fantasy, science fiction and short stories</p>
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GO! Engage: Standards Alignment: Grade 8 English Learner Language Arts TEKS

Other TEKS you can teach 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

Go! Engage 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! Engage: Standards Alignment: Grade 8 English Learner Language Arts TEKS

Genre: History/Culture
Title: *Hurricane*

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
(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

(10) **Author's purpose and craft:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses crucial 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.

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

Other TEKS you can teach 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
 - (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! Engage 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! Engage: Standards Alignment: Grade 8 English Learner Language Arts TEKS

Genre: History/Culture
Title: *Quake*

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

- (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

Other TEKS you can teach 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
- (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! Engage 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! Engage: Standards Alignment: Grade 8 English Learner Language Arts TEKS

Genre: History/Culture
Title: *Storm Chasers*

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
- (I) reflect on and adjust responses as new evidence is presented

(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! Engage: Standards Alignment: Grade 8 English Learner Language Arts TEKS

Other TEKS you can teach 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! Engage 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! Engage: Standards Alignment: Grade 8 English Learner Language Arts TEKS

Genre: Mystery
Title: *The Closet*

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! Engage: Standards Alignment: Grade 8 English Learner Language Arts TEKS

Other TEKS you can teach 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:
- (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! Engage 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! Engage: Standards Alignment: Grade 8 English Learner Language Arts TEKS

Genre: Mystery
Title: *Fuzz*

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:
(C) use text evidence to support an appropriate response
(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! Engage: Standards Alignment: Grade 8 English Learner Language Arts TEKS

Other TEKS you can teach 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

- (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

- (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! Engage 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! Engage: Standards Alignment: Grade 8 English Learner Language Arts TEKS

Genre: Mystery
Title: *The Ring*

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—vocabulary** 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

- (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:
(C) use text evidence to support an appropriate response
(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! Engage: Standards Alignment: Grade 8 English Learner Language Arts TEKS

Other TEKS you can teach 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
- (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! Engage 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! Engage: Standards Alignment: Grade 8 English Learner Language Arts TEKS

Genre: Mystery
Title: *Chupacabra*

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

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

Other TEKS you can teach with this title:

(3) Developing and sustaining foundational languages 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
 - (I) reflect on and adjust responses as new evidence is presented
- (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! Engage 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! Engage: Standards Alignment: Grade 8 English Learner Language Arts TEKS

Genre: Myths/Legends

Title: *Nian*

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:
(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! Engage: Standards Alignment: Grade 8 English Learner Language Arts TEKS

Other TEKS you can teach 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

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

Genre: Myths/Legends

Title: *Pele*

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:
- (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
- (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! Engage: Standards Alignment: Grade 8 English Learner Language Arts TEKS

Other TEKS you can teach 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 a 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! Engage 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! Engage: Standards Alignment: Grade 8 English Learner Language Arts TEKS

Genre: Myths/Legends
Title: *The Sword*

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

(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

Other TEKS you can teach with this title:

GO! Engage

The Sword

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

- (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 a 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! Engage 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! Engage: Standards Alignment: Grade 8 English Learner Language Arts TEKS

Genre: Myths/Legends
Title: *Tricksters of Myth*

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:
- (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

Other TEKS you can teach with this title:

GO! Engage

Tricksters of Myth

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

- (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 a 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
 - (C) analyze the author's use of print and graphic features to achieve specific purposes
- Go! Engage 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! Engage: Standards Alignment: Grade 8 English Learner Language Arts TEKS

Genre: Sports
Title: *Broken Record*

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:
(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! Engage: Standards Alignment: Grade 8 English Learner Language Arts TEKS

Other TEKS you can teach 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 a 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:
- (A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, myths, fantasy, and science fiction

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

Genre: Sports
Title: *Rail Trouble*

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:
- (C) use text evidence to support an appropriate response
 - (H) respond orally or in writing with appropriate register, vocabulary, tone, and voice

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

Other TEKS you can teach 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 a 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, myths, fantasy, and science fiction

Go! Engage 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! Engage: Standards Alignment: Grade 8 English Learner Language Arts TEKS

Genre: Sports
Title: Tell Jon

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
 - (C) use text evidence to support an appropriate response
 - (H) respond orally or in writing with appropriate register, vocabulary, tone, and voice

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

Other TEKS you can teach 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 a 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
- (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! Engage 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! Engage: Standards Alignment: Grade 8 English Learner Language Arts TEKS

Genre: Sports
Title: Concussion

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! Engage: Standards Alignment: Grade 8 English Learner Language Arts TEKS

Other TEKS you can teach with this title:

(3) Developing and sustaining foundational languages 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 a student's language proficiency level, the student is expected to:

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

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

Genre: Technology
Title: *Pops*

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

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

Other TEKS you can teach 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 a student's language proficiency level, the student is expected to:
- (A) describe personal connections to a variety of sources, including self-selected texts
 - (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, myths, fantasy, and science fiction

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

Genre: Technology
Title: *Rumors*

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:
(C) use text evidence to support an appropriate response
(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice

Other TEKS you can teach 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

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

(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 a student's language proficiency level, the student is expected to:

- (A) describe personal connections to a variety of sources, including self-selected texts
- (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
- (C) analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear 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! Engage 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! Engage: Standards Alignment: Grade 8 English Learner Language Arts TEKS

Genre: Technology
Title: *Shark Cam*

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
- (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! Engage: Standards Alignment: Grade 8 English Learner Language Arts TEKS

Other TEKS you can teach 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 a 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, myths, fantasy, and science fiction
- Go! Engage 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! Engage: Standards Alignment: Grade 8 English Learner Language Arts TEKS

Genre: Technology Title: Hover	<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 (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: (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: (C) analyze the author's use of print and graphic features to achieve specific purposes</p>
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GO! Engage: Standards Alignment: Grade 8 English Learner Language Arts TEKS

Other TEKS you can teach 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 a student's language proficiency level, the student is expected to:

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

GO! Engage 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