ELL TEEN LITERACY LIBRARY STANDARDS ALIGNMENTS

About the ESOL TEKS

The English for Speakers of other Languages TEKS were developed specifically for high school English learners. 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 ESOL TEKS, English learners will need additional scaffolds, such as pictures, glossaries, and other modes of comprehensible input throughout the stages of English language acquisition. [from 19 TAC § 128.34(b), Texas Education Agency]

ELPS Correlations

ELL Teen Literacy Library 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

ELDA Correlations

ELL Teen Literacy Library supports the following ELDA standards:

1.B, 1.D, 1.E, 1.I, 1.K, 1.L 2.A, 2.B, 2.C, 2.D, 2.E, 2.F 3.B, 3.D, 3.F, 3.G, 3.H 4.A, 4.B, 4.C, 4.D 5.A, 5.B, 5.C 6.A, 6.B, 6.C, 6.G, 6.H

About the ELL Teen Literacy Library

The *ELL Teen Literacy Library* is a supplemental resource for secondary English learners. The books, combined with the instructional support, allow teachers to differentiate instruction and begin addressing grade level standards, like the ESOL TEKS, with students who are acquiring English. The books are written at accessible 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 beginner to intermediate English learners, 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 student expectations in the Response Skills, Multiple Genres, and Author's Purpose strands.

How to use these documents

For each title in the *ELL Teen Literacy Library*, the TEKS chart shows *TG* for the student expectations a teacher will address when following the lessons in the Saddleback Teacher's Guide. *BK* indicates additional student expectations a teacher can address by writing new lessons or making lesson modifications.

Please note, because the ELL Teen Literacy Library is a supplemental resource, only the most frequently addressed student expectations and strands are listed on the chart.

About additional Saddleback resources

For students who require texts with lower readability levels, Saddleback's *Teen Emergent Reader Libraries* feature books at true emergent levels. Sight words and phonics-based libraries are available.

ELL Teen Literacy Libarary ESOL I Correlations		America	ın Cultur	re		Ame	rican Histo	ory		Enviro	onmental Stu		Everyda	y Math		Science/Technology				
	A Debate	Fired!	Goal	Ralph Lauren: American Fashion Legend	Fields of Darkness	Fight for Freedom	Her Vote	The Star- Spangled Banner	Going Green	The Reef	Under the Lights	RoboBees	Better Deal	Gone Too Far	Pit Master		The Challenge	The Crime	Journey	Nanotechn ology
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinkingoral language. The student develops oral language through listening, speaking, and discussion. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:																				
(A) engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG
(B) share prior knowledge with peers and others to facilitate communication	вк	вк	вк	TG	TG	вк	вк	TG	вк	TG		TG	вк	TG	вк	TG	TG	TG	TG	TG
(F) develop social communication and produce oral language in contextualized and purposeful ways	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:																				
(B) write complete words, thoughts, and answers legibly	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:																				
(A) use print or digital resources such as glossaries or technical dictionaries to clarify and validate understanding of the precise and appropriate meaning of technical or discipline- based vocabulary	вк	вк	вк	вк	вк	вк	вк	вк	BK	вк	вк	вк	вк	BK	вк	вк	вк	вк	вк	ВК
(D) identify and use words that name actions, directions, positions, sequences, and locations		вк		вк	вк	вк	вк	вк	вк	вк	вк	вк	вк	вк	вк	вк	вк	вк	вк	вк
(E) identify, understand, and use multiple-meaning words, homographs, homophones, and commonly confused terms correctly		TG		вк				вк	вк			вк			вк	TG		вк		
(F) investigate expressions such as idioms and word relationships such as antonyms, synonyms, and analogies				TG		вк	вк	вк	вк	вк	вк					вк	TG			

	A Debate	Fired!	Goal	Ralph Lauren: American Fashion Legend	Fields of Darkness	Fight for Freedom	Her Vote	The Star- Spangled Banner	Going Green	The Reef	Under the Lights	RoboBees	Better Deal	Gone Too Far	Pit Master	Baseball Math	The Challenge	The Crime	Journey	Nanotechn ology
(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-fluency. The student reads grade-level text with fluency and comprehension. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to adjust fluency when reading grade-level and language proficiency-level text based on the reading purpose.	ТG	TG	TG	TG	TG	TG	TG	TG	TG	TG	ТG	TG	TG	TG	TG	ТG	TG	TG	TG	ТG
(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-self-sustained reading. The student reads grade- and language proficiency- appropriate texts with increasing independence. The student is expected to self-select text and read independently for a sustained period of time.	вк	вк	вк	вк	вк	вк	вк	вк	вк	вк	вк	вк	вк	ВК	ВК	вк	вк	вк	вк	ВК
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and comprehend increasingly complex texts. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:																				
(A) establish purpose for reading assigned and self-selected texts (B) answer and generate questions about text before, during, and after reading to acquire and deepen understanding and	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG
gain information (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures	TG TG	TG TG		TG BK	TG TG	TG TG	TG TG	TG BK	TG TG	TG BK		TG TG	TG TG	TG BK	TG TG	TG BK	TG TG	TG BK		TG TG
(E) make connections to personal experiences, ideas in other texts, and society	вк	вк	TG	TG	TG	BK	вк	ВК	вк	TG	вк	ВК	вк	вк	вк	вк	TG	TG	TG	вк
(F) make inferences and use evidence to support understanding (I) monitor comprehension and make adjustments such as re-	вк	вк	ВК	вк	ВК	TG	вк	вк	вк	вк	вк	вк	вк	вк	вк	вк	вк	TG	вк	вк
reading, using background knowledge, asking questions, and annotating when understanding breaks down	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG
(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:																				
(A) describe personal connections to a variety of sources, including self-selected texts	BK	вк	TG	вк	TG	ВК	вк	вк	вк	TG	вк	вк	вк	TG	вк	TG	TG	TG	TG	вк
(B) write responses that demonstrate understanding of texts, including comparing texts within and across genres	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	вк	TG	TG	TG	TG	вк
(C) use text evidence and original commentary to support a comprehensive response	вк	вк	вк	вк	BK	ВК	ВК	вк	ВК	ВК	вк	вк	вк	вк	вк	BK	вк	ВК	BK	вк
(D) paraphrase and summarize texts in ways that maintain meaning and logical order	BK	вк	BK	ВК	вк	ВК	TG	ВК	BK	вк	ВК	ВК	вк	вк	вк	вк	вк	вк	BK	вк

	A Debate	Fired!	Goal	Ralph Lauren: American Fashion Legend	Fields of Darkness	Fight for Freedom	Her Vote	The Star- Spangled Banner	Going Green	The Reef	Under the Lights	RoboBees	Better Deal	Gone Too Far	Pit Master	Baseball Math	The Challenge	The Crime	Journey	Nanotechn ology
(E) interact with sources in meaningful ways such as labeling, notetaking, annotating, freewriting, or illustrating	вк	вк	вк	вк	BK	вк	BK	вк	BK	BK	вк	вк	вк	BK	BK	вк	вк	ВК	BK	вк
(F) respond using acquired content and academic vocabulary as appropriate	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG
(H) respond orally or in writing with appropriate register vocabulary, tone, and voice	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG
(K) express opinions, ideas, and feelings ranging from communicating in single words and short phrases to participating in extended discussions.	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG
(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, and with appropriately provided English language development scaffolding, the student is expected to: (D) identify and analyze characteristics and structural elements of informational texts such as:																				
(ii) chapters, sections, subsections, bibliography, tables, graphs, captions, bullets, and numbers				вк				вк				вк				вк				вк
(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, and with appropriately provided English language development scaffolding, the student is expected to																				
 (A) identify and analyze the author's purpose, audience, and message within a text; 	вк	вк	вк	вк	вк	вк	вк	вк	вк	вк	вк	вк	вк	вк	вк	вк	вк	вк	вк	вк
(B) identify and analyze use of text structure to achieve the author's purpose; (C) identify and analyze the author of the control of the c	ВК	вк	вк	вк	ВК	BK	BK	TG	ВК	ВК	вк	TG	вк	BK	ВК	вк	вк	ВК	ВК	вк
(C) identify and evaluate the author's use of print and graphic features to achieve specific purposes; (C) identify and evaluate the author the author and the second se												вк				вк				вк
(D) identify and analyze how the author's use of language achieves specific purposes;			TG		вк	вк	BK		BK	ВК	вк		вк	BK	TG		вк	ВК	ВК	

ELL Teen Literacy Libarary ESOL II Correlations		America	n Cultur	е		Ame	rican Histo	ory		Enviro	onmental Stu	ıdies		Everyda	y Math		Science/Technology				
	A Debate	Fired!	Goal	Ralph Lauren: American Fashion Legend	Fields of Darkness	Fight for Freedom	Her Vote	The Star- Spangled Banner	Going Green	The Reef	Under the Lights	RoboBees	Better Deal	Gone Too Far	Pit Master	Baseball Math	The Challenge	The Crime	Journey	Nanotechn ology	
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinkingoral language. The student develops oral language through listening, speaking, and discussion. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:																					
(A) engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes	TO.	TO.	F 0	TG	TO	TG	TG	TO	TG	TO	TO.	TO	TG	TO.	T0	TG	TG	TG	Ŧ0	ТG	
(B) share prior knowledge with peers and others to facilitate communication	TG BK	TG BK	TG BK	TG	TG TG	BK	BK		BK	TG TG			BK	TG TG	TG BK	TG	TG	TG		TG	
(F) develop social communication and produce oral language in contextualized and purposeful ways	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to: (B) write complete words, thoughts, and answers legibly	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:																					
(A) use print or digital resources such as glossaries or technical dictionaries to clarify and validate understanding of the precise and appropriate meaning of technical or discipline- based vocabulary	вк	вк	вк	вк	вк	вк	вк	вк	вк	вк	вк	вк	вк	вк	вк	вк	вк	вк	вк	вк	
(D) identify and use words that name actions, directions, positions, sequences, and locations		вк	ВК	вк	BK	вк	вк	вк	ВК	вк	вк	вк	вк	ВК	вк	вк	вк	вк	вк	вк	
(E) use multiple-meaning words, homographs, homophones, and commonly confused terms correctly		TG		вк				вк	ВК			вк			BK	TG		BK			
(F) investigate expressions such as idioms and word relationships such as antonyms, synonyms, and analogies				TG		ВК	вк	вк	вк	вк	BK					BK	TG				

								1												
				Ralph Lauren:				The Star-												
	A Debate	Eirodl	Goal	American	Fields of	Fight for	Her Vote	Spangled	Going	The Reef	Under the	RoboBees	Better	Gone	Pit	Baseball	The	The	Journey	Nanotechn
	A Debate	i ii eu:	Goai	Fashion	Darkness	Freedom	ner vote	Banner	Green	THE REEL	Lights	Nobobees	Deal	Too Far	Master	Math	Challenge	Crime	Journey	ology
				Legend				Dainiei												
(4) Developing and sustaining foundational language	-			Logona																
skills: listening, speaking, reading, writing, and thinking																				
fluency. The student reads grade-level text with fluency and																				
comprehension. Based on the student's language																				
proficiency level, and with appropriately provided English																				
language development scaffolding, the student is expected																				
to adjust fluency when reading grade-level and language																				
proficiency-level text based on the reading purpose.	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG
(5) Developing and sustaining foundational language skills:																				
listening, speaking, reading, writing, and thinkingself-																				
sustained reading. The student reads grade- and language																				
proficiency- appropriate texts with increasing independence. The student is expected to self-select text and read																				
independently for a sustained period of time.	вк	BK	вк	BK	BK	BK	BK	BK	BK	BK	ВК	BK	BK	BK	BK	вк	BK	BK	BK	вк
maspenasini, isi a sastamba ponsa si amsi	DIX.	DIX	DIX	DIX	DIX.	DIX.	DIX.	DIX	DIX .	DIX.	DIX	DIX	DIX	DIX	DIX.	DIX.	DIX.	DIX.	DIX.	DIX
(6) Comprehension skills: listening, speaking, reading, writing,																				
and thinking using multiple texts. The student uses																				
metacognitive skills to both develop and comprehend increasingly complex texts. Based on the student's language																				
proficiency level, and with appropriately provided English																				
language development scaffolding, the student is expected to:																				
/A catabilish number for reading assigned and self-selected																				
(A) establish purpose for reading assigned and self-selected texts	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG
(B) answer and generate questions about text before, during,																				
and after reading to acquire and deepen understanding and																				
gain information	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG
(C) make and correct or confirm predictions using text																				
features, characteristics of genre, and structures	TG	TG	BK	BK	TG	TG	TG	BK	TG	BK	TG	TG	TG	вк	TG	BK	TG	BK	BK	TG
(E) make connections to personal experiences, ideas in other																				
texts, and society	BK	BK	TG	TG	TG	BK	BK	BK	BK	TG	BK	BK	BK	BK	BK	вк	TG	TG	TG	BK
(F) make inferences and use evidence to support		D./	D./	n.,		T-0	D.,	D. (D./	D.,				D./	D14		D	T-0	D.,	
understanding	BK	BK	BK	BK	BK	TG	BK	BK	BK	BK	BK	BK	BK	BK	BK	BK	BK	TG	BK	BK
(I) monitor comprehension and make adjustments such as re-																				
reading, using background knowledge, asking questions, and																				İ
annotating when understanding breaks down	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG
(7) Response skills: listening, speaking, reading, writing,																				
and thinking using multiple texts. The student responds to																				
an increasingly challenging variety of sources that are read,																				
heard, or viewed. Based on the student's language																				
proficiency level, and with appropriately provided English																				
language development scaffolding, the student is expected																				
(A) describe personal connections to a variety of sources, including self-selected texts	вк	вк	TG	вк	TG	BK	вк	BK	BK	TG	вк	вк	вк	TG	вк	TG	TG	TG	TG	вк
(B) write responses that demonstrate understanding of texts,	1										1									
including comparing texts within and across genres	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	BK	TG	TG	TG	TG	BK
(C) use text evidence and original commentary to support an																				
interpretive response	BK	BK	BK	BK	BK	BK	BK	BK	BK	BK	BK	BK	BK	BK	BK	BK	BK	BK	вк	BK
(D) paraphrase and summarize texts in ways that maintain	B./	514	514	DI.	B./	B.C	T-0	B14	514	B14	B.,	n.,	n.,	D./	514	D./	B./	B./	DI.	B14
meaning and logical order	BK	BK	BK	BK	BK	BK	TG	BK	BK	BK	BK	BK	BK	BK	BK	BK	BK	BK	BK	BK
(E) interact with sources in meaningful ways such as labeling,	B1.6			DI.	B14	nu.	DI.	DI.		B14					514		B14	D14	DI.	
notetaking, annotating, freewriting, or illustrating	BK	BK	BK	BK	BK	BK	BK	BK	BK	BK	BK	BK	BK	BK	BK	BK	BK	BK	BK	BK
												·								

	A Debate	Fired!	Goal	Ralph Lauren: American Fashion Legend	Fields of Darkness	Fight for Freedom	Her Vote	The Star- Spangled Banner	Going Green	The Reef	Under the Lights	RoboBees	Better Deal	Gone Too Far	Pit Master	Baseball Math	The Challenge	The Crime	Journey	Nanotechn ology
(F) respond using acquired content and academic vocabulary as appropriate	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG
(H) respond orally or in writing with appropriate register vocabulary, tone, and voice	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG
(K) express opinions, ideas, and feelings ranging from communicating in single words and short phrases to participating in extended discussions.	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG
(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, and with appropriately provided English language development scaffolding, the student is expected to:																				
(D) analyze characteristics and structural elements of informational texts such as:																				
(ii) chapters, sections, subsections, bibliography, tables, graphs, captions, bullets, and numbers to locate, explain, or use information and gain understanding of text				вк				вк				вк				вк				вк
(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, and with appropriately provided English language development scaffolding, the student is expected to																				
(A) analyze the author's purpose, audience, and message within	вк	вк	вк	вк	вк	вк	вк	вк	вк	вк	вк	вк	вк	вк	вк	вк	вк	вк	вк	вк
(B) analyze use of text structure to achieve the author's	вк	вк	вк	вк	вк	вк	вк	TG	вк	вк	вк	TG	вк	вк	вк	вк	вк	вк	вк	вк
(C) evaluate the author's use of print and graphic features to achieve specific purposes;												вк				вк				ВК
(D) analyze how the author's use of language achieves specific			TG		вк	вк	вк		вк	вк	вк		вк	вк	TG		вк	вк	вк	