

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 Library ESOL I Correlations	American Culture				American History				Environmental Studies				Everyday Math				Science/Technology			
	<i>A Debate</i>	<i>Fired!</i>	<i>Goal</i>	<i>Ralph Lauren: American Fashion Legend</i>	<i>Fields of Darkness</i>	<i>Fight for Freedom</i>	<i>Her Vote</i>	<i>The Star-Spangled Banner</i>	<i>Going Green</i>	<i>The Reef</i>	<i>Under the Lights</i>	<i>RoboBees</i>	<i>Better Deal</i>	<i>Gone Too Far</i>	<i>Pit Master</i>	<i>Baseball Math</i>	<i>The Challenge</i>	<i>The Crime</i>	<i>Journey</i>	<i>Nanotechnology</i>
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral 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	BK	BK	BK	TG	TG	BK	BK	TG	BK	TG	BK	TG	BK	TG	BK	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	BK	BK	BK	BK	BK	BK	BK	BK	BK	BK	BK	BK	BK	BK	BK	BK	BK	BK	BK	BK
(D) identify and use words that name actions, directions, positions, sequences, and locations		BK	BK	BK	BK	BK	BK	BK	BK	BK	BK	BK	BK	BK	BK	BK	BK	BK	BK	BK
(E) identify, understand, and use multiple-meaning words, homographs, homophones, and commonly confused terms correctly		TG		BK				BK	BK			BK			BK	TG		BK		
(F) investigate expressions such as idioms and word relationships such as antonyms, synonyms, and analogies				TG		BK	BK	BK	BK	BK	BK					BK	TG			

[illegible]

	<i>A Debate</i>	<i>Fired!</i>	<i>Goal</i>	<i>Ralph Lauren: American Fashion Legend</i>	<i>Fields of Darkness</i>	<i>Fight for Freedom</i>	<i>Her Vote</i>	<i>The Star-Spangled Banner</i>	<i>Going Green</i>	<i>The Reef</i>	<i>Under the Lights</i>	<i>RoboBees</i>	<i>Better Deal</i>	<i>Gone Too Far</i>	<i>Pit Master</i>	<i>Baseball Math</i>	<i>The Challenge</i>	<i>The Crime</i>	<i>Journey</i>	<i>Nanotechnology</i>
(E) interact with sources in meaningful ways such as labeling, 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
(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				BK				BK				BK				BK				BK
(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. Based on the student's language proficiency level, 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;	BK	BK	BK	BK	BK	BK	BK	BK	BK	BK	BK	BK	BK	BK	BK	BK	BK	BK	BK	BK
(B) identify and analyze use of text structure to achieve the author's purpose;	BK	BK	BK	BK	BK	BK	BK	TG	BK	BK	BK	TG	BK	BK	BK	BK	BK	BK	BK	BK
(C) identify and evaluate the author's use of print and graphic features to achieve specific purposes;												BK				BK				BK
(D) identify and analyze how the author's use of language achieves specific purposes;			TG		BK	BK	BK		BK	BK	BK		BK	BK	TG		BK	BK	BK	

ELL Teen Literacy Library ESOL II Correlations	American Culture				American History				Environmental Studies				Everyday Math				Science/Technology			
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(D) identify and use words that name actions, directions, positions, sequences, and locations		BK	BK	BK	BK	BK	BK	BK	BK	BK	BK	BK	BK	BK	BK	BK	BK	BK	BK	BK
(E) use multiple-meaning words, homographs, homophones, and commonly confused terms correctly		TG		BK			BK	BK			BK			BK	TG		BK			
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(B) analyze use of text structure to achieve the author's	BK	BK	BK	BK	BK	BK	BK	TG	BK	BK	BK	TG	BK	BK	BK	BK	BK	BK	BK	BK
(C) evaluate the author's use of print and graphic features to achieve specific purposes;												BK				BK				BK
(D) analyze how the author's use of language achieves specific			TG		BK	BK	BK		BK	BK	BK		BK	BK	TG		BK	BK	BK	