



Goodheart-Willcox Publisher Correlation of <i>JOURNALISM: PUBLISHING ACROSS MEDIA</i> ©2021 to Texas §110.62. Journalism (One-Half to One Credit)		
(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. The student is expected to:		
(A) use prior knowledge and experiences to understand meanings in English		
	(i) use prior knowledge to understand meanings in English	pg. 56 Critical Thinking #5
	(ii) use prior experiences to understand meanings in English	p. 56 Critical Thinking #5
(B) monitor oral and written language production and employ self-corrective techniques or other resources		
	(i) monitor oral language production and employ self-corrective techniques or other resources	p. 518 Critical Thinking #5
	(ii) monitor written language production and employ self-corrective techniques or other resources	p. 312 Application #3 p. 91 Before You Read activity
(C) use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary		
	(i) use strategic learning techniques to acquire basic and grade-level vocabulary	p. 86 Critical Thinking #6 p. 56 Critical Thinking #5 p. 118 Application #3, 4 p. 382 Critical Thinking #1, 4, 5
(D) speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known)		
	(i) speak using learning strategies	p. 56 Critical Thinking #5 p. 412 Critical Thinking #1
(E) internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment		
	(i) internalize new basic language by using and reusing it in meaningful ways in speaking activities that build concept and language attainment	p. 86 Critical Thinking #6 p. 56 Critical Thinking #5
	(ii) internalize new basic language by using and reusing it in meaningful ways in writing activities that build concept and language attainment	p. 86 Critical Thinking #6
	(iii) internalize new academic language by using and reusing it in meaningful ways in	p. 86 Critical Thinking #6 p. 56 Critical Thinking #5 p. 518 Critical Thinking #5

	speaking activities that build concept and language attainment	
	(iv) internalize new academic language by using and reusing it in meaningful ways in writing activities that build concept and language attainment	p. 86 Critical Thinking #6
(F) use accessible language and learn new and essential language in the process		
	(i) use accessible language and learn new and essential language in the process	p. 56 Critical Thinking #5 p. 325-326 Before You Begin Your Coverage p. 518 Critical Thinking #5
(G) demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations		
	(i) demonstrate an increasing ability to distinguish between formal and informal English	p. 56 Critical Thinking #5 p. 442 Critical Thinking #4A
	(ii) demonstrate an increasing knowledge of when to use [formal and informal English] commensurate with grade-level learning expectations	p. 262 Second complete paragraph p. 363 How to Write an Op-Ed p. 439 Blogging Style
(H) develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations		
	(i) develop and expand repertoire of learning strategies	p. 412 Application #1 p. 325-326 Before You Begin Your Coverage
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the students' level of English language proficiency. The student is expected to:		
(A) distinguish sounds and intonation patterns of English with increasing ease		
	(i) distinguish sounds of English with increasing ease	p. 255 Before You Read activity p. 155 Before You Read
	(ii) distinguish intonation patterns of English with increasing ease	p. 255 Before You Read activity p. 155 Before You Read
(B) recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters		
	(i) recognize elements of the English sound system in newly acquired vocabulary	p. 155 Before You Read p. 56 Critical Thinking #4, 5
(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions		
	(i) learn new language structures heard during classroom instruction and interactions	p. 33 Before You Read activity p. 317 Before You Read activity
	(ii) learn new expressions heard during classroom instruction and interactions	p. 325-326 Before Your Begin Your Coverage p. 317 Before You Read activity
	(iii) learn basic vocabulary heard during classroom instruction and interactions	p. 56 Critical Thinking #5 p. 317 Before You Read activity
	(iv) learn academic vocabulary heard during classroom instruction and interactions	p. 56 Critical Thinking #5 p. 317 Before You Read activity

(D) monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed		
	(i) monitor understanding of spoken language during classroom instruction and interactions	p. 317 Before You Read activity p. 123 Before You Read activity
	(ii) seek clarification [of spoken language] as needed	p. 317 Before You Read activity p. 123 Before You Read activity
(E) use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language		
	(i) use visual support to enhance and confirm understanding of increasingly complex and elaborated spoken language	p. 28 Application #1
	(ii) use contextual support to enhance and confirm understanding of increasingly complex and elaborated spoken language	p. 447 Before You Read p. 28 Application #1
	(iii) use linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language	p. 353 Before You Read activity p. 123 Before You Read activity p. 155 Before You Read activity
(F) listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment		
	(i) listen to and derive meaning from a variety of media to build and reinforce concept attainment	p. 28 Application #1 p. 56 Critical Thinking #4
	(ii) listen to and derive meaning from a variety of media to build and reinforce language attainment	p. 28 Application #1 p. 56 Critical Thinking #4
(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar		
	(i) understand the general meaning of spoken language ranging from situations in which topics are familiar to unfamiliar	p. 317 Before You Read activity p. 282 Application #1
	(ii) understand the general meaning of spoken language ranging from situations in which language [is] are familiar to unfamiliar	p. 317 Before You Read activity p. 282 Application #1 p. 56 Critical Thinking #5
	(iii) understand the general meaning of spoken language ranging from situations in which contexts are familiar to unfamiliar	p. 317 Before You Read activity p. 282 Application #1 p. 56 Critical Thinking #5
	(iv) understand the main points of spoken language ranging from situations in which topics are familiar to unfamiliar	p. 317 Before You Read activity p. 282 Application #1
	(v) understand the main points of spoken language ranging from situations in which language [is] are familiar to unfamiliar	p. 317 Before You Read activity p. 26-27 What to Ask p. 282 Application #1
	(vi) understand the main points of spoken language ranging from situations in which contexts are familiar to unfamiliar	p. 317 Before You Read activity p. 56 Critical Thinking #5 p. 282 Application #1
	(vii) understand the important details of spoken language ranging from situations in which topics are familiar to unfamiliar	p. 317 Before You Read activity p. 56 Critical Thinking #5 p. 282 Application #1

	(viii) understand the important details of spoken language ranging from situations in which language [is] are familiar to unfamiliar	p. 317 Before You Read activity p. 56 Critical Thinking #5 p. 282 Application #1
	(ix) understand the important details of spoken language ranging from situations in which contexts are familiar to unfamiliar	p. 317 Before You Read activity p. 56 Critical Thinking #5 p. 282 Application #1
(H) understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations		
	(i) understand implicit ideas in increasingly complex spoken language commensurate with grade-level learning expectations	p. 28 Application #3 p. 282 Application #1
	(ii) understand information in increasingly complex spoken language commensurate with grade-level learning expectations	p. 28 Application #3 p. 282 Application #1
(I) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs		
	(i) demonstrate listening comprehension of increasingly complex spoken English by following directions commensurate with content and grade-level needs	p. 123 Before You Read activity
	(ii) demonstrate listening comprehension of increasingly complex spoken English by retelling or summarizing spoken messages commensurate with content and grade-level needs	p. 123 Before You Read activity
	(iii) demonstrate listening comprehension of increasingly complex spoken English by responding to questions and requests commensurate with content and grade-level needs	p. 282 Application #1 p. 123 Before You Read activity
	(iv) demonstrate listening comprehension of increasingly complex spoken English by collaborating with peers commensurate with content and grade-level needs	p. 123 Before You Read activity
	(v) demonstrate listening comprehension of increasingly complex spoken English by taking notes commensurate with content and grade-level needs	p. 123 Before You Read activity p. 182 Application #5, subquestion 6
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:		
(A) practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible		

	(i) practice producing sounds of newly acquired vocabulary to pronounce English words in a manner that is increasingly comprehensible	p. 56 Critical Thinking #5
(B) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication		
	(i) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects	p. 28 Application #3 p. 412 Critical Thinking #1
	(ii) expand and internalize initial English vocabulary by retelling simple stories and basic information represented or supported by pictures	p. 220 Application #2, 3, 4 p. 518 Application #3
	(iii) expand and internalize initial English vocabulary by learning and using routine language needed for classroom communication	p. 56 Critical Thinking #5 p. 3 Before You Read activity
(C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired		
	(i) speak using a variety of grammatical structures with increasing accuracy and ease as more English is acquired	p. 225 Before You Read
	(ii) speak using a variety of sentence lengths with increasing accuracy and ease as more English is acquired	p. 225 Before You Read
	(iii) speak using a variety of sentence types with increasing accuracy and ease as more English is acquired	p. 225 Before You Read
	(iv) speak using a variety of connecting words with increasing accuracy and ease as more English is acquired	p. 225 Before You Read activity p. 282 Application #1
(D) speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency		
	(i) speak using grade-level content area vocabulary in context to internalize new English words	p. 56 Critical Thinking #5 p. 86 Critical Thinking #6 p. 3 Before You Read activity
	(ii) speak using grade-level content area vocabulary in context to build academic language proficiency	p. 56 Critical Thinking #5 p. 86 Critical Thinking #6 p. 348 Application #3 p. 312 Application #1
(E) share information in cooperative learning interactions		
	(i) share information in cooperative learning interactions	p. 56 Critical Thinking #5 p. 220 Application #3 p. 348 Application #3 p. 480 Application #3
(F) ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in		

academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments	
(i) ask [for] information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments	p. 282 Application #1 p. 412 Critical Thinking #1 p. 220 Application #3
(ii) give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments	p. 282 Application #1 p. 412 Critical Thinking #1 p. 560 Application #2
(G) express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	
(i) express opinions ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	p. 225 Before You Read activity p. 86 Critical Thinking #6 p. 382 Application #1
(ii) express ideas ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	p. 225 Before You Read activity p. 86 Critical Thinking #6 p. 382 Application #1, 8 p. 348 Application #3
(iii) express feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	p. 86 Critical Thinking #6
(H) narrate, describe, and explain with increasing specificity and detail as more English is acquired	
(i) narrate with increasing specificity and detail as more English is acquired	p. 56 Critical Thinking #5
(ii) describe with increasing specificity and detail as more English is acquired	p. 56 Critical Thinking #5
(iii) explain with increasing specificity and detail as more English is acquired	p. 56 Critical Thinking #5 p. 287 Before You Read activity
(I) adapt spoken language appropriately for formal and informal purposes	
(i) adapt spoken language appropriately for formal purposes	p. 417 Before You Read activity p. 261-264 What to Ask, What to Pack p. 269 First five paragraphs
(ii) adapt spoken language appropriately for informal purposes	p. 417 Before You Read activity p. 269 First five paragraphs p. 269-270 Listening and Asking Follow-Up Questions
(J) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment	



	(i) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept attainment	p. 187 Before You Read activity p. 442 Critical Thinking #4
	(ii) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce language attainment	p. 187 Before You Read Activity p. 442 Critical Thinking #4
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:		
(A) learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots and base words		
	(i) learn relationships between sounds and letters of the English language	p. 155 Before You Read activity
	(ii) decode (sound out) words using a combination of skills	p. 3 Before You Read activity
(B) recognize directionality of English reading such as left to right and top to bottom		
	(i) recognize directionality of English reading	p. 448 Eye-Tracking Research p. 480 Critical Thinking #1, 2
(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials		
	(i) develop basic sight vocabulary used routinely in written classroom materials	p. 447 Before You Read activity p. 3 Before You Read activity
	(ii) derive meaning of environmental print	p. 523 Before You Read activity p. 548-551 Print Advertising p. 555 Logos
	(iii) comprehend English vocabulary used routinely in written classroom materials	p. 447 Before You Read activity p. 61 Before You Read activity p. 3 Before You Read activity
	(iv) comprehend English language structures used routinely in written classroom materials	p. 447 Before You Read activity p. 61 Before You Read activity p. 312 Critical Thinking #6 p. 3 Before You Read activity
(D) use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text		
	(i) use prereading supports to enhance comprehension of written text	p. 3 Before You Read activity p. 387 Before You Read activity
(E) read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned		
	(i) read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned	p. 61 Before You Read activity

(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	
(i) use visual and contextual support to read grade-appropriate content area text	p. 447 Before You Read activity p. 56 Critical Thinking #4 p. 485 Before You Read activity
(ii) use visual and contextual support to enhance and confirm understanding	p. 447 Before You Read activity p. 56 Critical Thinking #4 p. 118 Application #3 p. 485 Before You Read activity
(iii) use visual and contextual support to develop vocabulary needed to comprehend increasingly challenging language	p. 447 Before You Read activity p. 33 Before You Read activity
(iv) use visual and contextual support to develop grasp of language structures needed to comprehend increasingly challenging language	p. 33 Before You Read activity
(v) use visual and contextual support to develop background knowledge needed to comprehend increasingly challenging language	p. 447 Before You Read activity p. 118 Application #3 p. 387 Before You Read activity
(vi) use support from peers and teachers to read grade-appropriate content area text	p. 56 Critical Thinking #5 p. 287 Before You Read activity p. 61 Before You Read activity
(vii) use support from peers and teachers to enhance and confirm understanding	p. 61 Before You Read activity p. 287 Before You Read activity p. 56 Critical Thinking #5
(viii) use support from peers and teachers to develop vocabulary needed to comprehend increasingly challenging language	p. 187 Before You Read activity p. 287 Before You Read activity
(ix) use support from peers and teachers to develop grasp of language structures needed to comprehend increasingly challenging language	p. 33 Before You Read activity p. 287 Before You Read activity
(x) use support from peers and teachers to develop background knowledge needed to comprehend increasingly challenging language	p. 33 Before You Read activity p. 123 Before You Read activity
(G) demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs	
(i) demonstrate comprehension of increasingly complex English by participating in shared reading commensurate with content area and grade level needs	p. 56 Application #3 p. 287 Before You Read activity
(ii) demonstrate comprehension of increasingly complex English by retelling or summarizing material commensurate with content area and grade level needs	p. 86 Critical Thinking #6 p. 287 Before You Read activity
(iii) demonstrate comprehension of increasingly complex English by responding to questions commensurate with content area and grade level needs	p. 287 Before You Read activity p. 187 Before You Read activity



	(iv) demonstrate comprehension of increasingly complex English by taking notes commensurate with content area and grade level needs	p. 287 Before You Read activity p. 417 Before You Read activity
(H) read silently with increasing ease and comprehension for longer periods		
	(i) read silently with increasing ease for longer periods	p. 61 Before You Read activity
	(ii) read silently with increasing comprehension for longer periods	p. 61 Before You Read activity
(I) demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text and distinguishing main ideas from details commensurate with content area needs		
	(i) demonstrate English comprehension by employing basic reading skills commensurate with content area needs	p. 56 Critical Thinking #4 p. 3 Before You Read activity p. 33 Before You Read activity p. 447 Before You Read activity
	(ii) expand reading skills commensurate with content area needs	p. 56 Critical Thinking #4 p. 3 Before You Read activity p. 447 Before You Read activity
(J) demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs		
	(i) demonstrate English comprehension and expand reading skills by employing inferential skills	p. 485 Before You Read activity p. 447 Before You Read activity
(K) demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade level needs		
	(i) demonstrate English comprehension and expand reading skills by employing analytical skills	p. 56 Critical Thinking #4 p. 56 Application #3
(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:		
(A) learn relationships between sounds and letters of the English language to represent sounds when writing in English		
	(i) learn relationships between sounds and letters of the English language to represent sounds when writing in English	p. 155 Before You Read activity p. 91 Before You Read activity
(B) write using newly acquired basic vocabulary and content-based grade-level vocabulary		
	(i) write using newly acquired basic vocabulary	p. 91 Before You Read activity p. 220 Application #1, 2, 3, 4 p. 150 Application #1, 2, 3, 4 p. 312 Application #3
	(ii) write using content-based grade-level vocabulary	p. 91 Before You Read activity p. 118 Application #5

		p. 150 Application #1, 2, 3, 4 p. 312 Application #3
(C) spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired		
	(i) spell familiar English words with increasing accuracy	p. 91 Before You Read activity p. 255 Before You Read activity
	(ii) employ English spelling pattern with increasing accuracy as more English is acquired	p. 91 Before You Read activity p. 255 Before You Read activity
	(iii) employ English spelling rules with increasing accuracy as more English is acquired	p. 91 Before You Read activity p. 255 Before You Read activity
(D) edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired		
	(i) edit writing for standard grammar and usage, including subject-verb agreement commensurate with grade-level expectations as more English is acquired	p. 312 Application #3 p. 103-104 Copy Editing, Revising and Rewriting p. 118 Application #5
	(ii) edit writing for standard grammar and usage, including pronoun agreement, commensurate with grade-level expectations as more English is acquired	p. 312 Application #3 p. 103-104 Copy Editing, Revising and Rewriting p. 118 Application #5
	(iii) edit writing for standard grammar and usage, including appropriate verb tenses, commensurate with grade-level expectations as more English is acquired	p. 312 Application #3 p. 103-104 Copy Editing, Revising and Rewriting p. 118 Application #5
(E) employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations such as (i) using correct verbs, tenses, and pronouns/antecedents; (ii) using possessive case (apostrophe -s) correctly; and, (iii) using negatives and contractions correctly		
	(i) employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations	p. 312 Application #3 p. 382 Application #3, 4, 5, 6, 7
(F) write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired		
	(i) write using a variety of grade-appropriate sentence lengths in increasingly accurate ways as more English is acquired	p. 312 Application #3 p. 182 Application #4 p. 150 Application #1, 2, 3, 4 p. 382 Application #1-7
	(ii) write using a variety of grade-appropriate sentence patterns in increasingly accurate ways as more English is acquired	p. 312 Application #3 p. 182 Application #4 p. 150 Application #1, 2, 3, 4 p. 382 Application #1-7
	(iii) write using a variety of grade-appropriate connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired	p. 312 Application #3 p. 182 Application #4 p. 150 Application #1, 2, 3, 4 p. 382 Application #1-7
(G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired		

	(i) narrate with increasing specificity and detail to fulfill content area writing needs as more English is acquired	p. 220 Application #1 p. 382 Application #1 p. 412 Application #2 p. 182 Application #4
	(ii) describe with increasing specificity and detail to fulfill content area writing needs as more English is acquired	p. 412 Application #2 p. 28 Application #2, 4 p. 182 Application #4 p. 220 Application #2, 3, 4
	(iii) explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired	p. 182 Application #4 p. 86 Critical Thinking #6 p. 312 Application #3