

Correlations to Texas Essential Knowledge and Skills (TEKS) - TEACHER COMPONENTS									
Subject	Chapter 74. English Language Proficiency Standards - STUDENT COMPONENTS								
Subchapter	Subchapter A. Elementary								
Course Title	§110.13 English Language Arts, Grade 2								
Publisher	Shurley Instructional Materials, Inc.								
Program Title	Shurley English Level 2 Student Textbook								
ISBN/ID	978-1-58561-098-3								
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Ap-plies to Gr(s)	#	Component ISBN/ID	Page(s)	Specific location on the page/ display/screen (paragraph, etc.)
(a) Introduction.									
(1) The English language proficiency standards in this section outline English language proficiency level descriptors and student expectations for English language learners (ELLs). School districts shall implement this section as an integral part of each subject in the required curriculum. The English language proficiency standards are to be published along with the Texas Essential Knowledge and Skills for each subject in the required curriculum.									
(2) In order for ELLs to be successful , they must acquire both social and academic language proficiency in English. Social language proficiency in English consists of the English needed for daily social interactions. Academic language proficiency consists of the English needed to think critically, understand and learn new concepts, process complex academic material, and interact and communicate in English academic settings.									
(3) Classroom instruction that effectively integrates second language acquisition with quality content area instruction ensures that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills in the TEKS, and reach their full academic potential.									
(4) Effective instruction in second language acquisition involves giving ELLs opportunities to listen, speak, read, and write at their current levels of English development while gradually increasing the linguistic complexity of the English they read and hear, and are expected to speak and write.									
(5) The English language proficiency levels of beginning, intermediate, advanced, and advanced high are not grade-specific. ELLs may exhibit different proficiency levels within the language domains of listening, speaking, reading, and writing. The proficiency level descriptors outlined in subsection (c) of this section show the progression of second language acquisition from one proficiency level to the next and serve as a road map to help content area teachers instruct ELLs commensurate with students'									
(6) The cross-curricular second language acquisition skills in subsection (c) of this section apply to ELLs in Kindergarten through Grade 12.									
(b) In fulfilling the requirements of this section, school districts shall:									
(1) identify the student's English language proficiency levels in the domains of listening, speaking, reading, and writing in accordance with the proficiency level descriptors for the beginning, intermediate, advanced, and advanced high levels delineated in subsection (c) of this section;									
(2) provide instruction in the knowledge and skills of the foundation and enrichment curriculum in a manner that is linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's levels of English language proficiency to ensure that the student learns the knowledge and skills in the									
(3) provide content-based instruction including the cross-curricular second language acquisition essential knowledge and skills in subsection (c) of this section in a manner that is linguistically accommodated to help the student acquire English language proficiency; and									
(4) provide intensive and ongoing foundational second language acquisition instruction to ELLs in Grade 3 or higher who are at the beginning or intermediate level of English language proficiency in listening, speaking, reading, and/or writing as determined by the state's English language proficiency assessment system. These ELLs require focused, targeted, and systematic second language acquisition instruction to provide them with the foundation of English language vocabulary, grammar, syntax, and English mechanics necessary to support content-based instruction and accelerated learning of English.									
(c) Cross-curricular second language acquisition essential knowledge and skills									

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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	(1) use prior knowledge to understand meanings in English	>>>>>	>>>>>	K-12	3	ISBN 978-1-58561-073-0	628-631	All jingles help to build prior knowledge of Tier I-III words
								39	(Bottom half) Word Bank
								43	Ref 19 Q&A Flow inputs prior knowledge of jingles
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								683	(Top) Recording Sentences Modification
								686	(top half) 2nd entry, Contraction Match Modification

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								25	(Middle) Ref 10 All Vocabulary done orally
								44	(Middle) Q & A Flow Sent. 1-3 done orally
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								144	(Top Light Green Box) WA 4
								200-203	(Bottom half) Ref 55-58 Writing a 2-pt. Expository Paragraph

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								396	(Top half Light Blue Box) Across the Curriculum
								628-631	All jingles eventually memorized
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								689	(Top left column) Item #2 Grammar Spy
								689	(Bottom right column) Item #19 Parent, helper, student aide

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								628-631	All jingles
								25	(Bottom Green Box) Teaching Tip
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								54	Ref 23 Writing a practice Sentence for SN V Adv
								200-201	Ref 55-56 Writing a 2-point Expository Paragraph

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								628-631	All jingles support both informal and academic vocabulary
								195	(Bottom half) Sentences 1-2
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								641	(Bottom) Hands-on Activities-Writing Invitations
								647	(Bottom half) Hands-on Activities, Item 1

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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:	(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	(1) demonstrate an increasing ability to distinguish between formal and informal English	>>>>>	>>>>>	K-12	3	ISBN 978-1-58561-073-0	275 169 589	(Bottom half) Ref 73 Share Time Guidelines (Bottom) Teaching Tip (Bottom) Writing Assignment 19-Item 1

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								169	(Bottom) Teaching Tip
								589	(Bottom) Writing Assignment 19-Item 1
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:	(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	>>>>>	>>>>>	>>>>>	K-12	3	ISBN 978-1-58561-073-0	184	One sample of how all Q & A Flows bolster deductive ability and patterning
								46	Pattern 1 Sentence
								90	Ref 30 Complete Subject and Complete Predicates

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(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 student's level of English language proficiency. The student is expected to:	(A) distinguish sounds and intonation patterns of English with increasing ease	(1) distinguish sounds of English with increasing ease	>>>>>	>>>>>	K-12	3	ISBN 978-1-58561-073-0	638-641 95 585	All jingles recited or sung/chanted orally (Bottom half) One sample of Q & A Sent. Ref 119 Listening to and Analyzing Poetry

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Date Due: April 16, 2010 (English)/
May 21, 2010 (Spanish)

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Ap-plies to Gr(s)	#	Component ISBN/ID	Page(s)	Specific location on the page/ display/screen (paragraph, etc.)
(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 student's level of English language proficiency. The student is expected to:	(D) monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed	(2) seek clarification [of spoken language] as needed	>>>>>	>>>>>	K-12	3	ISBN 978-1-58561-073-0	306-307 283 290	(Middle) All Q & A Flows offer clarification opportunities (Middle) Ref 74 and Teaching Tip, Syn/Ant/Example sent offer meaning clarifications (Middle Left Dark Purple Box) Modification

Correlations to Texas Essential Knowledge and Skills (TEKS) - TEACHER COMPONENTS									
Subject	Chapter 74. English Language Proficiency Standards - STUDENT COMPONENTS								
Subchapter	Subchapter A. Elementary								
Course Title	§110.13 English Language Arts, Grade 2								
Publisher	Shurley Instructional Materials, Inc.								
Program Title	Shurley English Level 2 Student Textbook								
ISBN/ID	978-1-58561-098-3								
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Ap-plies to Gr(s)	#	Component ISBN/ID	Page(s)	Specific location on the page/ display/screen (paragraph, etc.)
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Date Due: April 16, 2010 (English)/
May 21, 2010 (Spanish)

Correlations to Texas Essential Knowledge and Skills (TEKS) - TEACHER COMPONENTS									
Subject	Chapter 74. English Language Proficiency Standards - STUDENT COMPONENTS								
Subchapter	Subchapter A. Elementary								
Course Title	§110.13 English Language Arts, Grade 2								
Publisher	Shurley Instructional Materials, Inc.								
Program Title	Shurley English Level 2 Student Textbook								
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Correlations to Texas Essential Knowledge and Skills (TEKS) - TEACHER COMPONENTS									
Subject	Chapter 74. English Language Proficiency Standards - STUDENT COMPONENTS								
Subchapter	Subchapter A. Elementary								
Course Title	§110.13 English Language Arts, Grade 2								
Publisher	Shurley Instructional Materials, Inc.								
Program Title	Shurley English Level 2 Student Textbook								
ISBN/ID	978-1-58561-098-3								
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Correlations to Texas Essential Knowledge and Skills (TEKS) - TEACHER COMPONENTS									
Subject	Chapter 74. English Language Proficiency Standards - STUDENT COMPONENTS								
Subchapter	Subchapter A. Elementary								
Course Title	§110.13 English Language Arts, Grade 2								
Publisher	Shurley Instructional Materials, Inc.								
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ISBN/ID	978-1-58561-098-3								
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Ap-plies to Gr(s)	#	Component ISBN/ID	Page(s)	Specific location on the page/ display/screen (paragraph, etc.)
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Correlations to Texas Essential Knowledge and Skills (TEKS) - TEACHER COMPONENTS									
Subject	Chapter 74. English Language Proficiency Standards - STUDENT COMPONENTS								
Subchapter	Subchapter A. Elementary								
Course Title	§110.13 English Language Arts, Grade 2								
Publisher	Shurley Instructional Materials, Inc.								
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ISBN/ID	978-1-58561-098-3								
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Correlations to Texas Essential Knowledge and Skills (TEKS) - TEACHER COMPONENTS									
Subject	Chapter 74. English Language Proficiency Standards - STUDENT COMPONENTS								
Subchapter	Subchapter A. Elementary								
Course Title	§110.13 English Language Arts, Grade 2								
Publisher	Shurley Instructional Materials, Inc.								
Program Title	Shurley English Level 2 Student Textbook								
ISBN/ID	978-1-58561-098-3								
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Ap-plies to Gr(s)	#	Component ISBN/ID	Page(s)	Specific location on the page/ display/screen (paragraph, etc.)
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Correlations to Texas Essential Knowledge and Skills (TEKS) - TEACHER COMPONENTS									
Subject	Chapter 74. English Language Proficiency Standards - STUDENT COMPONENTS								
Subchapter	Subchapter A. Elementary								
Course Title	§110.13 English Language Arts, Grade 2								
Publisher	Shurley Instructional Materials, Inc.								
Program Title	Shurley English Level 2 Student Textbook								
ISBN/ID	978-1-58561-098-3								
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Ap-plies to Gr(s)	#	Component ISBN/ID	Page(s)	Specific location on the page/ display/screen (paragraph, etc.)
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Correlations to Texas Essential Knowledge and Skills (TEKS) - TEACHER COMPONENTS									
Subject	Chapter 74. English Language Proficiency Standards - STUDENT COMPONENTS								
Subchapter	Subchapter A. Elementary								
Course Title	§110.13 English Language Arts, Grade 2								
Publisher	Shurley Instructional Materials, Inc.								
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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Ap-plies to Gr(s)	#	Component ISBN/ID	Page(s)	Specific location on the page/ display/screen (paragraph, etc.)
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Correlations to Texas Essential Knowledge and Skills (TEKS) - TEACHER COMPONENTS									
Subject	Chapter 74. English Language Proficiency Standards - STUDENT COMPONENTS								
Subchapter	Subchapter A. Elementary								
Course Title	§110.13 English Language Arts, Grade 2								
Publisher	Shurley Instructional Materials, Inc.								
Program Title	Shurley English Level 2 Student Textbook								
ISBN/ID	978-1-58561-098-3								
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Ap-plies to Gr(s)	#	Component ISBN/ID	Page(s)	Specific location on the page/ display/screen (paragraph, etc.)
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Correlations to Texas Essential Knowledge and Skills (TEKS) - TEACHER COMPONENTS									
Subject	Chapter 74. English Language Proficiency Standards - STUDENT COMPONENTS								
Subchapter	Subchapter A. Elementary								
Course Title	§110.13 English Language Arts, Grade 2								
Publisher	Shurley Instructional Materials, Inc.								
Program Title	Shurley English Level 2 Student Textbook								
ISBN/ID	978-1-58561-098-3								
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Ap-plies to Gr(s)	#	Component ISBN/ID	Page(s)	Specific location on the page/ display/screen (paragraph, etc.)
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Correlations to Texas Essential Knowledge and Skills (TEKS) - TEACHER COMPONENTS									
Subject	Chapter 74. English Language Proficiency Standards - STUDENT COMPONENTS								
Subchapter	Subchapter A. Elementary								
Course Title	§110.13 English Language Arts, Grade 2								
Publisher	Shurley Instructional Materials, Inc.								
Program Title	Shurley English Level 2 Student Textbook								
ISBN/ID	978-1-58561-098-3								
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Correlations to Texas Essential Knowledge and Skills (TEKS) - TEACHER COMPONENTS									
Subject	Chapter 74. English Language Proficiency Standards - STUDENT COMPONENTS								
Subchapter	Subchapter A. Elementary								
Course Title	§110.13 English Language Arts, Grade 2								
Publisher	Shurley Instructional Materials, Inc.								
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Correlations to Texas Essential Knowledge and Skills (TEKS) - TEACHER COMPONENTS									
Subject	Chapter 74. English Language Proficiency Standards - STUDENT COMPONENTS								
Subchapter	Subchapter A. Elementary								
Course Title	§110.13 English Language Arts, Grade 2								
Publisher	Shurley Instructional Materials, Inc.								
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Date Due: April 16, 2010 (English)/
May 21, 2010 (Spanish)

Correlations to Texas Essential Knowledge and Skills (TEKS) - TEACHER COMPONENTS									
Subject	Chapter 74. English Language Proficiency Standards - STUDENT COMPONENTS								
Subchapter	Subchapter A. Elementary								
Course Title	§110.13 English Language Arts, Grade 2								
Publisher	Shurley Instructional Materials, Inc.								
Program Title	Shurley English Level 2 Student Textbook								
ISBN/ID	978-1-58561-098-3								
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Ap-plies to Gr(s)	#	Component ISBN/ID	Page(s)	Specific location on the page/ display/screen (paragraph, etc.)
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Correlations to Texas Essential Knowledge and Skills (TEKS) - TEACHER COMPONENTS									
Subject	Chapter 74. English Language Proficiency Standards - STUDENT COMPONENTS								
Subchapter	Subchapter A. Elementary								
Course Title	§110.13 English Language Arts, Grade 2								
Publisher	Shurley Instructional Materials, Inc.								
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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Ap-plies to Gr(s)	#	Component ISBN/ID	Page(s)	Specific location on the page/ display/screen (paragraph, etc.)
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Correlations to Texas Essential Knowledge and Skills (TEKS) - TEACHER COMPONENTS									
Subject	Chapter 74. English Language Proficiency Standards - STUDENT COMPONENTS								
Subchapter	Subchapter A. Elementary								
Course Title	§110.13 English Language Arts, Grade 2								
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Program Title	Shurley English Level 2 Student Textbook								
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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Ap-plies to Gr(s)	#	Component ISBN/ID	Page(s)	Specific location on the page/ display/screen (paragraph, etc.)
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Correlations to Texas Essential Knowledge and Skills (TEKS) - TEACHER COMPONENTS									
Subject	Chapter 74. English Language Proficiency Standards - STUDENT COMPONENTS								
Subchapter	Subchapter A. Elementary								
Course Title	§110.13 English Language Arts, Grade 2								
Publisher	Shurley Instructional Materials, Inc.								
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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Ap-plies to Gr(s)	#	Component ISBN/ID	Page(s)	Specific location on the page/ display/screen (paragraph, etc.)
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Date Due: April 16, 2010 (English)/
May 21, 2010 (Spanish)

Correlations to Texas Essential Knowledge and Skills (TEKS) - TEACHER COMPONENTS									
Subject	Chapter 74. English Language Proficiency Standards - STUDENT COMPONENTS								
Subchapter	Subchapter A. Elementary								
Course Title	§110.13 English Language Arts, Grade 2								
Publisher	Shurley Instructional Materials, Inc.								
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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Ap-plies to Gr(s)	#	Component ISBN/ID	Page(s)	Specific location on the page/ display/screen (paragraph, etc.)
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Correlations to Texas Essential Knowledge and Skills (TEKS) - TEACHER COMPONENTS									
Subject	Chapter 74. English Language Proficiency Standards - STUDENT COMPONENTS								
Subchapter	Subchapter A. Elementary								
Course Title	§110.13 English Language Arts, Grade 2								
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Program Title	Shurley English Level 2 Student Textbook								
ISBN/ID	978-1-58561-098-3								
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Ap-plies to Gr(s)	#	Component ISBN/ID	Page(s)	Specific location on the page/ display/screen (paragraph, etc.)
(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	>>>>>	>>>>>	>>>>>	K-12	3	ISBN 978-1-58561-073-0	39 628-631 113	(Bottom half) Word Bank All jingles promote fluent spoken English (Middle) Ref 32-one sample of all Vocabulary practice

Correlations to Texas Essential Knowledge and Skills (TEKS) - TEACHER COMPONENTS									
Subject	Chapter 74. English Language Proficiency Standards - STUDENT COMPONENTS								
Subchapter	Subchapter A. Elementary								
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Publisher	Shurley Instructional Materials, Inc.								
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Subject	Chapter 74. English Language Proficiency Standards - STUDENT COMPONENTS								
Subchapter	Subchapter A. Elementary								
Course Title	§110.13 English Language Arts, Grade 2								
Publisher	Shurley Instructional Materials, Inc.								
Program Title	Shurley English Level 2 Student Textbook								
ISBN/ID	978-1-58561-098-3								
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Ap-plies to Gr(s)	#	Component ISBN/ID	Page(s)	Specific location on the page/ display/screen (paragraph, etc.)
(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:	(l) adapt spoken language appropriately for formal and informal purposes	(1) adapt spoken language appropriately for formal purposes	>>>>>	>>>>>	K-12	3	ISBN 978-1-58561-073-0	275 225 489	(Bottom) Ref 73 Share Time Guidelines (Top half) Ref 68, lower section, items 2, 9, 12 (Top half) Discovery Share Time, Items 1 & 2

Date Due: April 16, 2010 (English)/
May 21, 2010 (Spanish)

Correlations to Texas Essential Knowledge and Skills (TEKS) - TEACHER COMPONENTS									
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Correlations to Texas Essential Knowledge and Skills (TEKS) - TEACHER COMPONENTS									
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Program Title	Shurley English Level 2 Student Textbook								
ISBN/ID	978-1-58561-098-3								
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Ap-plies to Gr(s)	#	Component ISBN/ID	Page(s)	Specific location on the page/ display/screen (paragraph, etc.)
(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 first grade, 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:	(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	(8) use support from peers and teachers to develop vocabulary needed to comprehend increasingly challenging language	>>>>>	>>>>>	K-12	3	ISBN 978-1-58561-073-0	372 628-631 472	(Middle) Ref 87 All vocabulary work is done orally in class All jingles support the development of academic language of English--done orally (Bottom) Skill Builder

Date Due: April 16, 2010 (English)/
May 21, 2010 (Spanish)

Correlations to Texas Essential Knowledge and Skills (TEKS) - TEACHER COMPONENTS									
Subject	Chapter 74. English Language Proficiency Standards - STUDENT COMPONENTS								
Subchapter	Subchapter A. Elementary								
Course Title	§110.13 English Language Arts, Grade 2								
Publisher	Shurley Instructional Materials, Inc.								
Program Title	Shurley English Level 2 Student Textbook								
ISBN/ID	978-1-58561-098-3								
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Ap-plies to Gr(s)	#	Component ISBN/ID	Page(s)	Specific location on the page/ display/screen (paragraph, etc.)
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Correlations to Texas Essential Knowledge and Skills (TEKS) - TEACHER COMPONENTS									
Subject	Chapter 74. English Language Proficiency Standards - STUDENT COMPONENTS								
Subchapter	Subchapter A. Elementary								
Course Title	§110.13 English Language Arts, Grade 2								
Publisher	Shurley Instructional Materials, Inc.								
Program Title	Shurley English Level 2 Student Textbook								
ISBN/ID	978-1-58561-098-3								
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Correlations to Texas Essential Knowledge and Skills (TEKS) - TEACHER COMPONENTS									
Subject	Chapter 74. English Language Proficiency Standards - STUDENT COMPONENTS								
Subchapter	Subchapter A. Elementary								
Course Title	§110.13 English Language Arts, Grade 2								
Publisher	Shurley Instructional Materials, Inc.								
Program Title	Shurley English Level 2 Student Textbook								
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Correlations to Texas Essential Knowledge and Skills (TEKS) - TEACHER COMPONENTS									
Subject	Chapter 74. English Language Proficiency Standards - STUDENT COMPONENTS								
Subchapter	Subchapter A. Elementary								
Course Title	§110.13 English Language Arts, Grade 2								
Publisher	Shurley Instructional Materials, Inc.								
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ISBN/ID	978-1-58561-098-3								
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Ap-plies to Gr(s)	#	Component ISBN/ID	Page(s)	Specific location on the page/ display/screen (paragraph, etc.)
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Correlations to Texas Essential Knowledge and Skills (TEKS) - TEACHER COMPONENTS									
Subject	Chapter 74. English Language Proficiency Standards - STUDENT COMPONENTS								
Subchapter	Subchapter A. Elementary								
Course Title	§110.13 English Language Arts, Grade 2								
Publisher	Shurley Instructional Materials, Inc.								
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ISBN/ID	978-1-58561-098-3								
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Ap-plies to Gr(s)	#	Component ISBN/ID	Page(s)	Specific location on the page/ display/screen (paragraph, etc.)
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Correlations to Texas Essential Knowledge and Skills (TEKS) - TEACHER COMPONENTS									
Subject	Chapter 74. English Language Proficiency Standards - STUDENT COMPONENTS								
Subchapter	Subchapter A. Elementary								
Course Title	§110.13 English Language Arts, Grade 2								
Publisher	Shurley Instructional Materials, Inc.								
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ISBN/ID	978-1-58561-098-3								
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Correlations to Texas Essential Knowledge and Skills (TEKS) - TEACHER COMPONENTS									
Subject	Chapter 74. English Language Proficiency Standards - STUDENT COMPONENTS								
Subchapter	Subchapter A. Elementary								
Course Title	§110.13 English Language Arts, Grade 2								
Publisher	Shurley Instructional Materials, Inc.								
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Correlations to Texas Essential Knowledge and Skills (TEKS) - TEACHER COMPONENTS									
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Date Due: April 16, 2010 (English)/
May 21, 2010 (Spanish)

Correlations to Texas Essential Knowledge and Skills (TEKS) - TEACHER COMPONENTS									
Subject	Chapter 74. English Language Proficiency Standards - STUDENT COMPONENTS								
Subchapter	Subchapter A. Elementary								
Course Title	§110.13 English Language Arts, Grade 2								
Publisher	Shurley Instructional Materials, Inc.								
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Correlations to Texas Essential Knowledge and Skills (TEKS) - TEACHER COMPONENTS									
Subject	Chapter 74. English Language Proficiency Standards - STUDENT COMPONENTS								
Subchapter	Subchapter A. Elementary								
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Correlations to Texas Essential Knowledge and Skills (TEKS) - TEACHER COMPONENTS									
Subject	Chapter 74. English Language Proficiency Standards - STUDENT COMPONENTS								
Subchapter	Subchapter A. Elementary								
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(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 first grade, 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	>>>>>	>>>>>	>>>>>	K-12	3	ISBN 978-1-58561-073-0	None	None

Correlations to Texas Essential Knowledge and Skills (TEKS) - TEACHER COMPONENTS									
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Correlations to Texas Essential Knowledge and Skills (TEKS) - TEACHER COMPONENTS									
Subject	Chapter 74. English Language Proficiency Standards - STUDENT COMPONENTS								
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Correlations to Texas Essential Knowledge and Skills (TEKS) - TEACHER COMPONENTS									
Subject	Chapter 74. English Language Proficiency Standards - STUDENT COMPONENTS								
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Correlations to Texas Essential Knowledge and Skills (TEKS) - TEACHER COMPONENTS									
Subject	Chapter 74. English Language Proficiency Standards - STUDENT COMPONENTS								
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Correlations to Texas Essential Knowledge and Skills (TEKS) - TEACHER COMPONENTS									
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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Ap-plies to Gr(s)	#	Component ISBN/ID	Page(s)	Specific location on the page/ display/screen (paragraph, etc.)
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Correlations to Texas Essential Knowledge and Skills (TEKS) - TEACHER COMPONENTS									
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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Ap-plies to Gr(s)	#	Component ISBN/ID	Page(s)	Specific location on the page/ display/screen (paragraph, etc.)
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Correlations to Texas Essential Knowledge and Skills (TEKS) - TEACHER COMPONENTS									
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Program Title	Shurley English Level 2 Student Textbook								
ISBN/ID	978-1-58561-098-3								
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	Ap-plies to Gr(s)	#	Component ISBN/ID	Page(s)	Specific location on the page/ display/screen (paragraph, etc.)
(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 first grade, 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:	(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	(3) edit writing for standard grammar and usage, including appropriate verb tenses, commensurate with grade-level expectations as more English is acquired	>>>>>	>>>>>	K-12	3	ISBN 978-1-58561-073-0	416 417 417	Ref 97, 3 tenses (Top Dark Blue Box) Student Tip (Top half Dark Green Box) Teaching Tip

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Subject	Chapter 74. English Language Proficiency Standards - STUDENT COMPONENTS								
Subchapter	Subchapter A. Elementary								
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