

GRADES 6–12



LANGUAGE!® Live



LANGUAGE! Live, Levels 1 and 2

**Correlated to the Texas English Language
Proficiency (ELP) Standards and the TEKS for ELA**

January 2015

**Voyager Sopris Learning's *LANGUAGE! Live, Levels 1 and 2*, correlated to the Texas English Language Proficiency Standards
and the Texas Essential Knowledge and Skills
for English Language Arts, Grades 6-12**

Texas English Language Proficiency Standards	Language! Live Matches
(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 (TEKS) 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.	<p>The Academic and Social language proficiency needed can be met throughout the program as students participate in collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners.</p> <p>Level 1 TE: U1: L1: 4-5, 11-13, U1: L3: 27-30, U1: L6: 44-48, L9: 64-67, U2: L3: 104-105, U2: L6: 122-127, U3: L1: 158-160, U3: L6: 197-201, U3: L9: 217-221, U4: L1: 236-237, U4: L6: 273-277, U4: L9: 293-296, U5: L1: 317-322, U5: L5: 347-353, U6: L10: 476, U7: L5: 42-47, U8: L1: 107-111, U8: L5: 136-141, U8: L10 178, U9: L10: 263-264, U9: L10: 267-268, U10: L5: 314-318, U11: L5: 400-404, U12: L5: 495-503, U12: L10: 551-552 SE: U1: L3: 14-15, U2: L6: 65, U3: L1: 83, U3: L6: 104, U4: L6: 143, U5: L5: 175, U7: L5: 24, U8: L5: 79, U9: L10: 164-165, U10: L5: 194, U11: L5: 246, U12: L5: 305</p> <p>Level 2 TE: U1: L1: 11-15, U1: L5: 39-40, U1: L8: 60-62, U1: L10: 76, U2: L5: 119-120, U2: L10: 155, U3: L3: 186-190, U3: L5: 203-205, U3: L10: 271-272, U4: L5: 314-315, U4: L7: 330-334, U4: L10: 351-357, U5: L1: 360-362, U5: L5: 401-402, U5: L10: 440-441, U6: L5: 483-484, U7: L5: 41, U7: L10: 77, U8: L5: 125-128, U8: L10: 184-185, U9: L5: 229-230, U9: L10: 272-273, U10: L5: 315-316, U10: L10: 361-362, U11: L5: 407-408, U11: L10: 447, U12: L5: 494-495, U12: L10: 534-535 SE: U1: L1: 3-6, U1: L5: 1, U1: L8: 19, 26, U1: L10: 26, U2: L5: 49, U2: L10: 57, 67, U3: L3: 66, 89, U3: L5: 71, 89, U3: L10: 99, 124, U4: L5: 146, 159, U4: L7: 175, U4: L10: 184-187, U5: L1: 189, U5: L5: 189, 201, U5: L10: 210, 218, U6: L5: 229, 243, U7: L5: 1, 16, U7: L10: 23, 30, U8: L5: 39, 55, U8: L10: 69, 90, U9: L5: 111, 126-128, U9: L10: 137, 204, U10: L5: 243, 257, U10: L7: 268, 276, U11: L5: 289, 305, U11: L10: 317, 327, U12: L5: 339, 358, U12: L10: 369, 378</p>
(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.	<p>In addition to the classroom instruction that reinforces comprehension, vocabulary and grammar, among other skills, this standard is also met throughout the program as students participate in collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners.</p> <p>Level 1 TE: U1: L1: 4-5, 11-13, U1: L3: 27-30, U1: L6: 44-48, L9: 64-67, U2: L3: 104-105, U2: L6: 122-127, U3: L1: 158-160, U3: L6: 197-201, U3: L9: 217-221, U4: L1: 236-237, U4: L6: 273-277, U4: L9: 293-296, U5: L1: 317-322, U5: L5: 347-353, U6: L10: 476, U7: L5: 42-47, U8: L1: 107-111, U8: L5: 136-141,</p>

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Texas English Language Proficiency Standards	Language! Live Matches
	<p>U8: L10 178, U9: L10: 263-264, U9: L10: 267-268, U10: L5: 314-318, U11: L5: 400-404, U12: L5: 495-503, U12: L10: 551-552</p> <p>SE: U1: L3: 14-15, U2: L6: 65, U3: L1: 83, U3: L6: 104, U4: L6: 143, U5: L5: 175, U7: L5: 24, U8: L5: 79, U9: L10: 164-165, U10: L5: 194, U11: L5: 246, U12: L5: 305</p> <p>Level 2</p> <p>TE: U1: L1: 11-15, U1: L5: 39-40, U1: L8: 60-62, U1: L10: 76, U2: L5: 119-120, U2: L10: 155, U3: L3: 186-190, U3: L5: 203-205, U3: L10: 271-272, U4: L5: 314-315, U4: L7: 330-334, U4: L10: 351-357, U5: L1: 360-362, U5: L5: 401-402, U5: L10: 440-441, U6: L5: 483-484, U7: L5: 41, U7: L10: 77, U8: L5: 125-128, U8: L10: 184-185, U9: L5: 229-230, U9: L10: 272-273, U10: L5: 315-316, U10: L10: 361-362, U11: L5: 407-408, U11: L10: 447, U12: L5: 494-495, U12: L10: 534-535</p> <p>SE: U1: L1: 3-6, U1: L5: 1, U1: L8: 19, 26, U1: L10: 26, U2: L5: 49, U2: L10: 57, 67, U3: L3: 66, 89, U3: L5: 71, 89, U3: L10: 99, 124, U4: L5: 146, 159, U4: L7: 175, U4: L10: 184-187, U5: L1: 189, U5: L5: 189, 201, U5: L10: 210, 218, U6: L5: 229, 243, U7: L5: 1, 16, U7: L10: 23, 30, U8: L5: 39, 55, U8: L10: 69, 90, U9: L5: 111, 126-128, U9: L10: 137, 204, U10: L5: 243, 257, U10: L7: 268, 276, U11: L5: 289, 305, U11: L10: 317, 327, U12: L5: 339, 358, U12: L10: 369, 378</p>
(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.	<p><i>LANGUAGE! Live</i> places an early emphasis on speech and language to build literacy skills for students with varying levels of proficiency. The program is designed to blend personalized, online learning with teacher directed instruction which allows the English Language Learner to more quickly assimilate the knowledge and skills in the required curriculum. The learning progression in <i>LANGUAGE! Live</i> improves students' basic decoding, spelling, grammar, comprehension, vocabulary, speech, and writing skills. Students in grades 4–12 move at their own pace online to improve their reading while being exposed to complex text and rigorous vocabulary in the teacher-directed instruction. This combination ensures student success and growth.</p> <p>Word Training Lessons, which include video tutorials, a check for understanding and interactive, cumulative reading activities are particularly helpful for this standard. They allow the English Language Learner to practice sounds and become more fluent and familiar with both the written and spoken word.</p>
(5) The cross-curricular second language acquisition skills in subsection (c) of this section apply to ELLs in Kindergarten-Grade 12.	
(6) 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 (d) of this section show the	<i>LANGUAGE! Live</i> provides Benchmark Assessments which measure reading comprehension, reading fluency, and written spelling. Online progress monitoring also provides opportunities to track fluency and comprehension. Gateways occur at the end of every unit to measure the student's mastery of critical elements taught in the unit. Content Mastery assessments also assess elements which are not tested in online measures. These include grammar, comprehension, and vocabulary.

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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' linguistic needs.	
(b) School district responsibilities. 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 (d) of this section;	<i>LANGUAGE! Live</i> provides Benchmark Assessments which measure reading comprehension, reading fluency, and written spelling. Online progress monitoring also provides opportunities to track fluency and comprehension. Gateways occur at the end of every unit to measure the student's mastery of critical elements taught in the unit. Content Mastery assessments also assess elements which are not tested in online measures. These include grammar, comprehension, and vocabulary.
(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 required curriculum;	<i>LANGUAGE! Live</i> places an early emphasis on speech and language to build literacy skills for students with varying levels of proficiency. The program is designed to blend personalized, online learning with teacher directed instruction which allows the English Language Learner to more quickly assimilate the knowledge and skills in the required curriculum. The learning progression in <i>LANGUAGE! Live</i> improves students' basic decoding, spelling, grammar, comprehension, vocabulary, and writing skills. Students in grades 4–12 move at their own pace online to improve their reading while being exposed to complex text and rigorous vocabulary in the teacher-directed instruction. This combination ensures student success and growth.
(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	Word Training Lessons, which include video tutorials, a quick check for understanding and interactive, cumulative reading activities, allow the English Language Learner to practice sounds and become more fluent and familiar with both the written and spoken word.
(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.	<i>LANGUAGE! Live</i> places an early emphasis on speech and language to build literacy skills for students with varying levels of proficiency. The program is designed to blend personalized, online learning with teacher directed instruction which allows the English Language Learner to more quickly assimilate the knowledge and skills in the required curriculum. The learning progression in <i>LANGUAGE! Live</i> improves students' basic decoding, spelling, grammar, comprehension, vocabulary, and writing skills. Students in grades 4–12 move at their own pace online to improve their reading while being exposed to complex text and rigorous vocabulary in the teacher-directed instruction. This combination ensures student success and growth.
(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;	<p>Level 1 TE: U1: L1: 6, U2: L1 81-82, U2: L7: 132–133, U3: L1: 159, U3: L1: 161, U3: L7: 207–208, U4: L1: 237, U4: L1: 239, U4: L7: 284–285, U5: L1: 311, U5: L1: 313, U6: L1: 401, U6: L1: 403, U7: L1: 5, U7: L1: 7, U8: L1: 101, U8: L1: 103, U8: L4: 133, U9: L1: 189, U9: L1: 191, U10: L1: 277, U10: L1: 279, U11: L1: 363, U11: L1: 365, U12: L1: 451, U12: L1: 453</p> <p>Level 2 TE: U1: L1: 5, 11, U1: L6: 42, U2: L1: 81, U2: L6: 122, U3: L1: 159, U3: L6: 207, U4: L1: 277, U4: L6: 317, U5: L1: 361, U6: L1: 445, U7: L1: 5, 11, U7: L6: 43, U8: L1: 81, U8: L6: 130, U9: L1: 189, U9: L6: 232, U10: L1: 277, U10: L6: 318, U11: L1: 367, U11: L6: 410, U12: L1: 453, U12: L6: 497</p>
(B) monitor oral and written language production and employ self-corrective techniques or other resources;	<p>Oral Production Language :</p> <p>Level 1 TE: U1: L1: 10, U1: L3: 21–22, U1: L4: 31–32, U1: L8: 58–59, U2: L1: 86, U2: L3: 99, U2: L4: 106, U2: L8: 136, U3: L1: 165, U3: L3: 176, U3: L3: 183, U3: L8: 211, U3: L10: 225-226, U4: L1: 243, U4: L3: 254, U4: L4: 260, U4: L8: 288, U4: L10: 300-301, U5: L1: 317, U5: L3: 330, U5: L4: 340, 342, U5: L9: 380–381, U5: L9: 388, U6: L1: 407, U6: L3: 418, U6: L4: 427, 429–430, U6: L9: 470, U7: L1: 11, U7: L3: 22, U7: L4: 34, U7: L9: 78, U8: L1: 107, U8: L3: 117, U8: L6: 148, U8: L9: 169, U8: L9: 175, U9: L1: 195, U9: L3: 205, U8: L4: 128, U9: L4: 215, U9: L9: 257, U10: L1: 283, U10: L3: 294, U10: L4: 306, U10: L9: 341, U10: L9: 349–350, U11: L1: 369, U11: L3: 382, U11: L4: 392, U11: L9: 429, U12: L1: 457, U12: L3: 473, U12: L4: 484, U12: L9: 541, U12: L9: 546–547</p> <p>Level 2 TE: U1: L1: 12, U1: L3: 27, U1: L4: 32, U1: L6: 48, U1: L8: 60, U1: L9: 64, U2: L1: 87, U2: L4: 110, U2: L6: 128, U2: L8: 141, U2: L9: 147, U3: L1: 165, U3: L3: 187, U3: L4: 192, U3: L6: 213, U3: L9: 249, U4: L1: 283, U4: L3: 300, U4: L4: 306, U4: L6: 323, U4: L8: 338, U4: L9: 343, U5: L1: 367, U5: L3: 386, U5: L4: 391, U5: L6: 409, U5: L8: 421, U5: L9: 426, U6: L1: 451, U6: L3: 468, U6: L4: 473, U6: L6: 492, U6: L8: 512, U6: L9: 518, U7: L1: 12, U7: L3: 27, U7: L4: 32, U7: L6: 49, U7: L8: 61, U8: L1: 87, U8: L4: 110-111, U8: L6: 136, U8: L9: 165, U9: L1: 195, U9: L3: 212, U9: L8: 248, U10: L1: 283, U10: L3: 299, U10: L4: 306, U10: L6: 324, U10: L8: 338, U10: L9: 343, U11: L1: 367, U11: L3: 391, U11: L6: 410, U11: L7: 424, 426, U12: L1: 454, U12: L3: 478, U12: L1: 482-490, U12: L8: 514, U12: L9: 518-519</p> <p>Written Language Production:</p> <p>Level 1 TE: U1: L6: 49-50, U1:L7: 56-57, U1: L9: 64-67, U2: L3: 104-105, U2: L7: 133-135, U2: L9: 143-146, U3: L2: 174-175, U3: L9: 217-221, U4: L2: 252-</p>

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(C) use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary;	<p>Level 1</p> <p>TE: U1: L1: 6-9, U1: L2: 14-15, U1: L3: 21-24, U1: L5: 36-37, U1: L7: 51-52, U1: L10: 68-69, U2: L1: 82-85, U2: L2: 92-94, U2: L5: 111-112, U2: L7: 130-133, U2: L10: 147-148, U3: L1: 161-164, U3: L2: 170-171, U3: L3: 177-179, U3: L5: 187-188, U3: L7: 205-208, U4: L1: 239-242, U4: L2: 247-248, U4: L3: 255-256, U4: L5: 264-265, U4: L7: 281-284, U4: L10: 297-298, U5: L1: 313-316, U5: L2: 323-324, U5: L3: 331-333, U5: L6: 360-362, U5: L10: 389-390, U6: L1: 403-406, U6: L2: 411-412, U6: L6: 449-450, U6: L10: 474-475, U7: L1: 7-10, U7: L2: 16-17, U7: L6: 55-58, U7: L10: 87-88, 90, U8: L1: 100-102, U8: L2: 112-113, U8: L6: 149-150, U8: L10: 176-177, U9: L1: 191-194, U9: L2: 200-201, U9: L6: 233-236, U10: L1: 279-282, U10: L2: 288-290, U10: L6: 324-326, U10: L10: 351-352, U11: L2: 375-377, U11: L3: 383-386, U11: L6: 411-413, U11: L9: 430-431, U11: L10: 436-437, U12: L2: 466-468, U12: L3: 474-478, U12: L6: 509-512, U12: L9: 542-543, U12: L10: 549-550</p> <p>SE: U1: L1: 3-5, U1: L2: 6, U1: L3: 11, U1: L5: 19, U1: L7: 25, U1: L10: 34, U2: L1: 42, U2: L2: 47-48, U2: L5: 60, U2: L7: 68-69, U2: L10: 78, U3: L1: 84, U3: L2: 88, U3: L5: 100, U3: L7: 108, U4: L1: 124, U4: L2: 127, U4: L3: 132, U4: L5: 139, U4: L7: 147, U4: L10: 155, 160, U5: L1: 162, U5: L2: 166, U5: L3: 172, U5: L6: 187-189, U5: L10: 210, U6: L1: 216, U6: L2: 219-220, U6: L6: 241-243, U6: L10: 256, U7: L1: 2, U7: L2: 7, U7: L6: 29-31, U7: L10: 50, U8: L1: 58, U8: L2: 62-63, U8: L6: 84-85, U8: L10: 106, U9: L1: 114, U9: L2: 119, U9: L6: 139-140, U10: L1: 172, U10: L2: 176-177, U10: L6: 198-199, U10: L10: 218, U11: L2: 228-229, U11: L3: 236, U11: L6: 252, U11: L9: 266, U11: L10: 270, U12: L2: 289-290, U12: L3: 295-296, U12: L6: 310-312, U12: L9: 330, U12: L10: 337</p>

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Texas English Language Proficiency Standards	Language! Live Matches
	<p>Word Training: U2: L5, U2: L6, U2: L7, U2: L8, U3: L9, U3: L10, U3: L11, U3: L12, U4: L13, U4: L14, U4: L15, U4: L16, U5: L17, U5: L18, U5: L19, U5: L20, U6: L21, U6: L22, U6: L23, U6: L24, U7: L25, U7: L26, U7: L27, U7: L28, U8: L29, U8: L30, U8: L31, U8: L32, U9: L33, U9: L34, U9: L35, U9: L36, U10: L37, U10: L38, U10: L39, U10: L40, U11: L41, U11: L42, U11: L43, U12: L44, U12: L45, U12: L46</p> <p>Level 2</p> <p>TE: U1: L1: 7-10, U1: L2: 16-17, U1: L4: 31-36, U1: L5: 37-38, U1: L6: 44-51, U1: L7: 52-53, TE: U1: L9: 63-68, U1: L10: 69-70, U2: L1: 82-85, U2: L2: 93-94, U2: L4: 109-115, U2: L5: 116-117, U2: L6: 124-131, U2: L7: 132-133, U2: L10: 150-151, U3: L1: 160-174, U3: L2: 175-178, U3: L4: 191-200, U3: L5: 201-202, U3: L6: 209-212, 213-230, U3: L7: 231, U3: L9: 248-263, U3: L10: 264-265, U4: L1: 279-282, U4: L2: 289-290, U4: L4: 305-311, U4: L5: 312-313, U4: L6: 319-327, U4: L7: 328-329, U4: L9: 342-348, U4: L10: 349-350, U5: L1: 363-366, U5: L2: 373-374, U5: L4: 390-397, U5: L5: 398-399, U5: L6: 405-408, U5: L7: 413-414, U5: L10: 432-433, U6: L1: 447-450, U6: L2: 456-457, U6: L3: 467-471, U6: L4: 472-479, U6: L5: 480-481, U6: L6: 488-491, U6: L7: 502-503, U6: L10: 530-531, U7: L1: 7-10, U7: L2: 17-18, U7: L4: 31-37, U7: L5: 38-39, U7: L6: 45-48, U7: L7: 52-55, U7: L9: 65-70, U7: L10: 71-72, U8: L1: 83-86, U8: L2: 97-98, U8: L4: 110-121, U8: L5: 122-123, U8: L6: 132-135, U8: L7: 149-150, U8: L9: 161-176, U8: L10: 177-178, U9: L1: 191-194, U9: L2: 202-203, U9: L4: 216-225, U9: L5: 226-227, U9: L6: 234-237, U9: L7: 239-240, U9: L9: 252-263, U9: L10: 264-265, U10: L1: 279-282, U10: L2: 290-291, U10: L4: 302-311, U10: L5: 312-313, U10: L6: 320-323, U10: L7: 331-332, U10: L9: 342-350, U10: L10: 351-352, U11: L1: 368-371, U11: L2: 380-381, U11: L4: 394-403, U11: L5: 404-405, U11: L6: 411-414, U11: L7: 421-422, U11: L9: 433-439, U11: L10: 440-441, U12: L1: 455-458, U12: L2: 467-468, U12: L4: 481-490, U12: L5: 491-492, U12: L6: 498-501, U12: L7: 507-508, U12: L9: 518-524, U12: L10: 525-526</p> <p>SE: U1: L1: 2, U1: L4: 12-15, U1: L6: 18-21, U1: L7: 18, U1: L9: 27-29, U2: L1: 36, U2: L4: 50-54, U2: L6: 58-60, U2: L7: 58, U3: L1: 72-81, U3: L2: 72, 82, U3: L4: 90-96, U3: L6: 100, 101-117, U3: L9: 126-139, U4: L1: 146, U4: L2: 146, U4: L4: 161-165, U4: L5: 146, U4: L6: 168, U4: L9: 179-183, U4: L10: 168, U5: L1: 190, U5: L2: 190, U5: L4: 203-208, U5: L6: 211, U6: L1: 230, U6: L3: 243-245, U6: L4: 246-250, U6: L5: 230, U6: L6: 254, U7: L1: 4, U7: L4: 18-21, U7: L6: 24, U7: L7: 24, 28, U7: L9: 32-34, U8: L1: 40, U8: L4: 58-67, U8: L6: 70, U8: L9: 93-105, U9: L1: 112, U9: L4: 14, 129-135, U9: L6: 138, U9: L9: 209-237, U10: L1: 244, U10: L4: 260-265, U10: L6: 269, U10: L9: 278-283, U11: L1: 290, U11: L4: 307-314, U11: L6: 318, U11: L9: 330-334, U12: L1: 340, U12: L4: 360-367, U12: L6: 370, U12: L9: 381-385</p> <p>Sight words are introduced in each Unit and reviewed online in Word Training and reinforced in Text Training.</p>
(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);	<p>The following matches provide opportunity:</p> <p>Level 1</p> <p>TE: U1: L1: 6-9, U1: L4: 33, U1: L6: 45-48, U2: L1 82-85, U2: L3: 104, U2: L6: 122-126, U3: L1: 161-164, U3: L6: 197-201, U4: L1: 239-242, U4: L6: 273-277, U4: L10: 304-305, U5: L1: 313-316, U5: L5: 347-353, U6: L1: 403-406, U6: L5: 436-441, U7: L5: 42, 44-47, U8: L5: 136, 137, 139, 141,</p>

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Texas English Language Proficiency Standards	Language! Live Matches
	<p>U9: L5: 223, 225, 227, U10: L5: 314–318, U11: L5: 400–404, U12: L5: 495, 503</p> <p>Level 2</p> <p>TE: U1: L1: 12–15, U1: L6: 48–50, U1: L8: 61–62, U2: L1: 87–91, U2: L8: 143–144, U3: L1: 165–174, U3: L3: 188–190, U3: L6: 213–230, U3: L8: 244–247, U4: L1: 283–288, U4: L3: 301–304, U4: L6: 323–327, U4: L8: 339–341, U5: L1: 367–372, U5: L3: 387–389, U5: L6: 409–412, U5: L8: 422–424, U6: L1: 451–455, U6: L3: 468–471, U6: L6: 492–501, U6: L8: 513–516, U7: L1: 12–15, U7: L6: 49–51, U7: L7: 58–59, U8: L1: 87–96, U8: L6: 136–148, U8: L7: 152–155, U8: L8: 157–160, U9: L1: 195–201, U10: L1: 283–289, U10: L6: 324–330, U10: L8: 340–341, U11: L1: 372–379, U11: L6: 416–420, U11: L7: 424–426, U12: L1: 459–466, U12: L3: 478–480, U12: L6: 502–506</p>
(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;	<p>Level 1</p> <p>TE: U1: L1: 6-9, U1: L2: 14-15, U1: L3: 21-24, U1: L5: 36-37, U1: L7: 51-52, U1: L10: 68-69, U2: L1: 82-85, U2: L2: 92-94, U2: L5: 111-112, U2: L7: 130-133, U2: L10: 147-148, U3: L1: 161-164, U3: L2: 170-171, U3: L3: 177-179, U3: L5: 187-188, U3: L7: 205-208, U4: L1: 239-242, U4: L2: 247-248, U4: L3: 255-256, U4: L5: 264-265, U4: L7: 281-284, U4: L10: 297-298, U5: L1: 313-316, U5: L2: 323-324, U5: L3: 331-333, U5: L6: 360-362, U5: L10: 389-390, U6: L1: 403-406, U6: L2: 411-412, U6: L6: 449-450, U6: L10: 474-475, U7: L1: 7-10, U7: L2: 16-17, U7: L6: 55-58, U7: L10: 87-88, 90, U8: L1: 100-102, U8: L2: 112-113, U8: L6: 149-150, U8: L10: 176-177, U9: L1: 191-194, U9: L2: 200-201, U9: L6: 233-236, U10: L1: 279-282, U10: L2: 288-290, U10: L6: 324-326, U10: L10: 351-352, U11: L2: 375-377, U11: L3: 383-386, U11: L6: 411-413, U11: L9: 430-431, U11: L10: 436-437, U12: L2: 466-468, U12: L3: 474-478, U12: L6: 509-512, U12: L9: 542-543, U12: L10: 549-550</p> <p>SE: U1: L1: 3-5, U1: L2: 6, U1: L3: 11, U1: L5: 19, U1: L7: 25, U1: L10: 34, U2: L1: 42, U2: L2: 47-48, U2: L5: 60, U2: L7: 68-69, U2: L10: 78, U3: L1: 84, U3: L2: 88, U3: L5: 100, U3: L7: 108, U4: L1: 124, U4: L2: 127, U4: L3: 132, U4: L5: 139, U4: L7: 147, U4: L10: 155, 160, U5: L1: 162, U5: L2: 166, U5: L3: 172, U5: L6: 187-189, U5: L10: 210, U6: L1: 216, U6: L2: 219-220, U6: L6: 241-243, U6: L10: 256, U7: L1: 2, U7: L2: 7, U7: L6: 29-31, U7: L10: 50, U8: L1: 58, U8: L2: 62-63, U8: L6: 84-85, U8: L10: 106, U9: L1: 114, U9: L2: 119, U9: L6: 139-140, U10: L1: 172, U10: L2: 176-177, U10: L6: 198-199, U10: L10: 218, U11: L2: 228-229, U11: L3: 236, U11: L6: 252, U11: L9: 266, U11: L10: 270, U12: L2: 289-290, U12: L3: 295-296, U12: L6: 310-312, U12: L9: 330, U12: L10: 337</p> <p>Word Training: U2: L5, U2: L6, U2: L7, U2: L8, U3: L9, U3: L10, U3: L11, U3: L12, U4: L13, U4: L14, U4: L15, U4: L16, U5: L17, U5: L18, U5: L19, U5: L20, U6: L21, U6: L22, U6: L23, U6: L24, U7: L25, U7: L26, U7: L27, U7: L28, U8: L29, U8: L30, U8: L31, U8: L32, U9: L33, U9: L34, U9: L35, U9: L36, U10: L37, U10: L38, U10: L39, U10: L40, U11: L41, U11: L42, U11: L43, U12: L44, U12: L45, U12: L46</p> <p>Level 2</p> <p>TE: U1: L1: 7-10, U1: L2: 16-17, U1: L4: 31-36, U1: L5: 37-38, U1: L6: 44-51, U1: L7: 52-53, TE: U1: L9: 63-68, U1: L10: 69-70, U2: L1: 82-85, U2: L2: 93-94, U2: L4: 109-115, U2: L5: 116-117, U2: L6: 124-131, U2: L7: 132-133, U2: L10: 150-151, U3: L1: 160-174, U3: L2: 175-178, U3: L4: 191-200, U3: L5: 201-202, U3: L6: 209-212, 213-230, U3: L7: 231, U3: L9: 248-263, U3: L10: 264-265, U4: L1: 279-282, U4: L2: 289-290, U4: L4: 305-311, U4: L5:</p>

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Texas English Language Proficiency Standards	Language! Live Matches
	<p>312-313, U4: L6: 319-327, U4: L7: 328-329, U4: L9: 342-348, U4: L10: 349-350, U5: L1: 363-366, U5: L2: 373-374, U5: L4: 390-397, U5: L5: 398-399, U5: L6: 405-408, U5: L7: 413-414, U5: L10: 432-433, U6: L1: 447-450, U6: L2: 456-457, U6: L3: 467-471, U6: L4: 472-479, U6: L5: 480-481, U6: L6: 488-491, U6: L7: 502-503, U6: L10: 530-531, U7: L1: 7-10, U7: L2: 17-18, U7: L4: 31-37, U7: L5: 38-39, U7: L6: 45-48, U7: L7: 52-55, U7: L9: 65-70, U7: L10: 71-72, U8: L1: 83-86, U8: L2: 97-98, U8: L4: 110-121, U8: L5: 122-123, U8: L6: 132-135, U8: L7: 149-150, U8: L9: 161-176, U8: L10: 177-178, U9: L1: 191-194, U9: L2: 202-203, U9: L4: 216-225, U9: L5: 226-227, U9: L6: 234-237, U9: L7: 239-240, U9: L9: 252-263, U9: L10: 264-265, U10: L1: 279-282, U10: L2: 290-291, U10: L4: 302-311, U10: L5: 312-313, U10: L6: 320-323, U10: L7: 331-332, U10: L9: 342-350, U10: L10: 351-352, U11: L1: 368-371, U11: L2: 380-381, U11: L4: 394-403, U11: L5: 404-405, U11: L6: 411-414, U11: L7: 421-422, U11: L9: 433-439, U11: L10: 440-441, U12: L1: 455-458, U12: L2: 467-468, U12: L4: 481-490, U12: L5: 491-492, U12: L6: 498-501, U12: L7: 507-508, U12: L9: 518-524, U12: L10: 525-526</p> <p>SE: U1: L1: 2, U1: L4: 12-15, U1: L6: 18-21, U1: L7: 18, U1: L9: 27-29, U2: L1: 36, U2: L4: 50-54, U2: L6: 58-60, U2: L7: 58, U3: L1: 72-81, U3: L2: 72, 82, U3: L4: 90-96, U3: L6: 100, 101-117, U3: L9: 126-139, U4: L1: 146, U4: L2: 146, U4: L4: 161-165, U4: L5: 146, U4: L6: 168, U4: L9: 179-183, U4: L10: 168, U5: L1: 190, U5: L2: 190, U5: L4: 203-208, U5: L6: 211, U6: L1: 230, U6: L3: 243-245, U6: L4: 246-250, U6: L5: 230, U6: L6: 254, U7: L1: 4, U7: L4: 18-21, U7: L6: 24, U7: L7: 24, 28, U7: L9: 32-34, U8: L1: 40, U8: L4: 58-67, U8: L6: 70, U8: L9: 93-105, U9: L1: 112, U9: L4: 14, 129-135, U9: L6: 138, U9: L9: 209-237, U10: L1: 244, U10: L4: 260-265, U10: L6: 269, U10: L9: 278-283, U11: L1: 290, U11: L4: 307-314, U11: L6: 318, U11: L9: 330-334, U12: L1: 340, U12: L4: 360-367, U12: L6: 370, U12: L9: 381-385</p>
(F) use accessible language and learn new and essential language in the process;	<p>Level 1</p> <p>TE: U1: L1: 6-9, U1: L2: 14-15, U1: L3: 21-24, U1: L5: 36-37, U1: L7: 51-52, U1: L10: 68-69, U2: L1: 82-85, U2: L2: 92-94, U2: L5: 111-112, U2: L7: 130-133, U2: L10: 147-148, U3: L1: 161-164, U3: L2: 170-171, U3: L3: 177-179, U3: L5: 187-188, U3: L7: 205-208, U4: L1: 239-242, U4: L2: 247-248, U4: L3: 255-256, U4: L5: 264-265, U4: L7: 281-284, U4: L10: 297-298, U5: L1: 313-316, U5: L2: 323-324, U5: L3: 331-333, U5: L6: 360-362, U5: L10: 389-390, U6: L1: 403-406, U6: L2: 411-412, U6: L6: 449-450, U6: L10: 474-475, U7: L1: 7-10, U7: L2: 16-17, U7: L6: 55-58, U7: L10: 87-88, 90, U8: L1: 100-102, U8: L2: 112-113, U8: L6: 149-150, U8: L10: 176-177, U9: L1: 191-194, U9: L2: 200-201, U9: L6: 233-236, U10: L1: 279-282, U10: L2: 288-290, U10: L6: 324-326, U10: L10: 351-352, U11: L2: 375-377, U11: L3: 383-386, U11: L6: 411-413, U11: L9: 430-431, U11: L10: 436-437, U12: L2: 466-468, U12: L3: 474-478, U12: L6: 509-512, U12: L9: 542-543, U12: L10: 549-550</p> <p>SE: U1: L1: 3-5, U1: L2: 6, U1: L3: 11, U1: L5: 19, U1: L7: 25, U1: L10: 34, U2: L1: 42, U2: L2: 47-48, U2: L5: 60, U2: L7: 68-69, U2: L10: 78, U3: L1: 84, U3: L2: 88, U3: L5: 100, U3: L7: 108, U4: L1: 124, U4: L2: 127, U4: L3: 132, U4: L5: 139, U4: L7: 147, U4: L10: 155, 160, U5: L1: 162, U5: L2: 166, U5: L3: 172, U5: L6: 187-189, U5: L10: 210, U6: L1: 216, U6: L2: 219-220, U6: L6: 241-243, U6: L10: 256, U7: L1: 2, U7: L2: 7, U7: L6: 29-31, U7: L10: 50, U8: L1: 58, U8: L2: 62-63, U8: L6: 84-85, U8: L10: 106, U9: L1: 114, U9: L2: 119, U9: L6: 139-140, U10: L1: 172, U10: L2: 176-177, U10: L6: 198-199,</p>

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	<p>U10: L10: 218, U11: L2: 228-229, U11: L3: 236, U11: L6: 252, U11: L9: 266, U11: L10: 270, U12: L2: 289-290, U12: L3: 295-296, U12: L6: 310-312, U12: L9: 330, U12: L10: 337</p> <p>Word Training: U2: L5, U2: L6, U2: L7, U2: L8, U3: L9, U3: L10, U3: L11, U3: L12, U4: L13, U4: L14, U4: L15, U4: L16, U5: L17, U5: L18, U5: L19, U5: L20, U6: L21, U6: L22, U6: L23, U6: L24, U7: L25, U7: L26, U7: L27, U7: L28, U8: L29, U8: L30, U8: L31, U8: L32, U9: L33, U9: L34, U9: L35, U9: L36, U10: L37, U10: L38, U10: L39, U10: L40, U11: L41, U11: L42, U11: L43, U12: L44, U12: L45, U12: L46</p> <p>Level 2</p> <p>TE: U1: L1: 7-10, U1: L2: 16-17, U1: L4: 31-36, U1: L5: 37-38, U1: L6: 44-51, U1: L7: 52-53, TE: U1: L9: 63-68, U1: L10: 69-70, U2: L1: 82-85, U2: L2: 93-94, U2: L4: 109-115, U2: L5: 116-117, U2: L6: 124-131, U2: L7: 132-133, U2: L10: 150-151, U3: L1: 160-174, U3: L2: 175-178, U3: L4: 191-200, U3: L5: 201-202, U3: L6: 209-212, 213-230, U3: L7: 231, U3: L9: 248-263, U3: L10: 264-265, U4: L1: 279-282, U4: L2: 289-290, U4: L4: 305-311, U4: L5: 312-313, U4: L6: 319-327, U4: L7: 328-329, U4: L9: 342-348, U4: L10: 349-350, U5: L1: 363-366, U5: L2: 373-374, U5: L4: 390-397, U5: L5: 398-399, U5: L6: 405-408, U5: L7: 413-414, U5: L10: 432-433, U6: L1: 447-450, U6: L2: 456-457, U6: L3: 467-471, U6: L4: 472-479, U6: L5: 480-481, U6: L6: 488-491, U6: L7: 502-503, U6: L10: 530-531, U7: L1: 7-10, U7: L2: 17-18, U7: L4: 31-37, U7: L5: 38-39, U7: L6: 45-48, U7: L7: 52-55, U7: L9: 65-70, U7: L10: 71-72, U8: L1: 83-86, U8: L2: 97-98, U8: L4: 110-121, U8: L5: 122-123, U8: L6: 132-135, U8: L7: 149-150, U8: L9: 161-176, U8: L10: 177-178, U9: L1: 191-194, U9: L2: 202-203, U9: L4: 216-225, U9: L5: 226-227, U9: L6: 234-237, U9: L7: 239-240, U9: L9: 252-263, U9: L10: 264-265, U10: L1: 279-282, U10: L2: 290-291, U10: L4: 302-311, U10: L5: 312-313, U10: L6: 320-323, U10: L7: 331-332, U10: L9: 342-350, U10: L10: 351-352, U11: L1: 368-371, U11: L2: 380-381, U11: L4: 394-403, U11: L5: 404-405, U11: L6: 411-414, U11: L7: 421-422, U11: L9: 433-439, U11: L10: 440-441, U12: L1: 455-458, U12: L2: 467-468, U12: L4: 481-490, U12: L5: 491-492, U12: L6: 498-501, U12: L7: 507-508, U12: L9: 518-524, U12: L10: 525-526</p> <p>SE: U1: L1: 2, U1: L4: 12-15, U1: L6: 18-21, U1: L7: 18, U1: L9: 27-29, U2: L1: 36, U2: L4: 50-54, U2: L6: 58-60, U2: L7: 58, U3: L1: 72-81, U3: L2: 72, 82, U3: L4: 90-96, U3: L6: 100, 101-117, U3: L9: 126-139, U4: L1: 146, U4: L2: 146, U4: L4: 161-165, U4: L5: 146, U4: L6: 168, U4: L9: 179-183, U4: L10: 168, U5: L1: 190, U5: L2: 190, U5: L4: 203-208, U5: L6: 211, U6: L1: 230, U6: L3: 243-245, U6: L4: 246-250, U6: L5: 230, U6: L6: 254, U7: L1: 4, U7: L4: 18-21, U7: L6: 24, U7: L7: 24, 28, U7: L9: 32-34, U8: L1: 40, U8: L4: 58-67, U8: L6: 70, U8: L9: 93-105, U9: L1: 112, U9: L4: 14, 129-135, U9: L6: 138, U9: L9: 209-237, U10: L1: 244, U10: L4: 260-265, U10: L6: 269, U10: L9: 278-283, U11: L1: 290, U11: L4: 307-314, U11: L6: 318, U11: L9: 330-334, U12: L1: 340, U12: L4: 360-367, U12: L6: 370, U12: L9: 381-385</p>
(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; and	<p>Level 1</p> <p>TE: U1: L1: 4-5, 11-13, U1: L3: 21-22, U1: L3: 27-30, U1: L6: 44-48, U1: L8: 58-59, U1: L9: 64-67, U2: L3: 99, 104-105, U2: L6: 122-127, U2: L8: 136, U3: L1: 158-160, U3: L3: 176, U3: L6: 197-201, U3: L8: 211, U3: L9: 217-221, U4: L1: 236-237, U4: L3: 254, U4: L6: 273-277, U4: L8: 288, U4: L9: 293-296, U5: L1: 317-322, U5: L3: 330, U5: L5: 347-353, U5: L9: 380-381,</p>

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	<p>U6: L3: 418, U6: L9: 470, U6: L10: 476, U7: L3: 22, U7: L5: 42-47, U7: L9: 78, U8: L1: 107-111, U8: L3: 117, U8: L5: 136-141, U8: L9: 169, U8: L10: 178, U9: L3: 205, U9: L9: 257, U9: L10: 263-264, U9: L10: 267-268, U10: L3: 294, U10: L5: 314-318, U10: L9: 341, U11: L3: 382, U11: L5: 400-404, U11: L9: 429, U12: L3: 473, U12: L5: 495-503, U12: L9: 541, U12: L10: 551-552 SE: U1: L3: 14-15, U2: L6: 65, U3: L1: 83, U3: L6: 104, U4: L6: 143, U5: L5: 175, U7: L5: 24, U8: L5: 79, U9: L10: 164-165, U10: L5: 194, U11: L5: 246, U12: L5: 305 Level 2 TE: U1: L1: 11-15, U1: L5: 39-40, U1: L8: 60-62, U1: L10: 76, U2: L5: 119-120, U2: L10: 155, U3: L3: 186-190, U3: L5: 203-205, U3: L10: 271-272, U4: L5: 314-315, U4: L7: 330-334, U4: L10: 351-357, U5: L1: 360-362, U5: L5: 401-402, U5: L10: 440-441, U6: L5: 483-484, U7: L5: 41, U7: L10: 77, U8: L5: 125-128, U8: L10: 184-185, U9: L5: 229-230, U9: L10: 272-273, U10: L5: 315-316, U10: L10: 361-362, U11: L5: 407-408, U11: L10: 447, U12: L5: 494-495, U12: L10: 534-535 SE: U1: L1: 3-6, U1: L5: 1, U1: L8: 19, 26, U1: L10: 26, U2: L5: 49, U2: L10: 57, 67, U3: L3: 66, 89, U3: L5: 71, 89, U3: L10: 99, 124, U4: L5: 146, 159, U4: L7: 175, U4: L10: 184-187, U5: L1: 189, U5: L5: 189, 201, U5: L10: 210, 218, U6: L5: 229, 243, U7: L5: 1, 16, U7: L10: 23, 30, U8: L5: 39, 55, U8: L10: 69, 90, U9: L5: 111, 126-128, U9: L10: 137, 204, U10: L5: 243, 257, U10: L7: 268, 276, U11: L5: 289, 305, U11: L10: 317, 327, U12: L5: 339, 358, U12: L10: 369, 378</p>
(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.	<p>Level 1 TE: U1: L7: 51-52, U2: L3: 100-102, U2: L7: 130-133, U3: L3: 177-179, U3: L7: 205-208, U3: L10: 233, U4: L7: 281-284, U5: L6: 364-365, U5: L9: 381-382, U6: L6: 457-458, U6: L9: 470, U7: L3: 23-26, U7: L9: 79, U7: L10: 92, U8: L3: 118-121, U8: L5: 135-136, U8: L7: 157-163, U8: L9: 170, U8: L10: 182-183, U9: L3: 206-209, U9: L6: 233-236, U9: L7: 241-246, U9: L9: 258, U9: L10: 271, U10: L3: 295-298, U10: L6: 324-326, U10: L7: 329-335, U10: L9: 342, U11: L3: 383-386, U11: L6: 411-413, U11: L9: 430-431, U11: L10: 443-444, U12: L3: 474-478, U12: L6: 509-512, U12: L9: 542-543, U12: L10: 549-550, 553 SE: U1: L7: 25, U2: L3: 52, U2: L7: 68-69, U3: L3: 93, U3: L7: 107-108, U3: L10: 122, U4: L7: 146, U4: L10: 157, U5: L9: 203, U6: L9: 253, U7: L3: 13-14, U7: L9: 43, U7: L10: 52, U8: L3: 68-69, U8: L7: 91-93, U8: L9: 98, U8: L10: 110, U9: L3: 123-124, U9: L6: 139-140, U9: L9: 155, U9: L10: 168, U10: L3: 183-185, U10: L6: 199, U10: L9: 212, U11: L3: 235-236, U11: L6: 253-254, U11: L9: 266, U11: L10: 275-276, U12: L3: 295-296, U12: L6: 310-312, U12: L9: 330, U12: L10: 337 Level 2 TE: U1: L9: 67, U2: L4: 109-115, U2: L9: 145-149, U3: L4: 191-200, U3: L9: 248-263, U5: L4: 390-397, U6: L4: 472-479, U9: L4: 216-225, U11: L9: 433-439, U12: L4: 481-490 SE: U1: L9: 28, U2: L4: 50-54, U2: L9: 68-69, U3: L4: 90-96, U3: L9: 126-139, U5: L4: 203-208, U6: L4: 246-250, U9: L4: 14, 129-135, U11: L9: 330-334, U12: L4: 360-367</p>
(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.	

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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;	<p>Level 1 TE: U5: L4: 341, U5: L6: 358-359, L6: U6: L6: 447-448</p> <p>This skill is also addressed in Online Study Word Study</p> <p>Unit 1: Discuss the meaning of phonemes and graphemes; Blend, read, and spell words with: single-letter consonants m, l, s, t, p, f, c, n, b, r, j, v, and k, short vowels /ă / and /ĭ /, CVC pattern; Map phonemes to graphemes; Sort real and nonsense words; Identify rhyming words; Spell isolated syllables; Hear and identify single-syllable words;</p> <p>Unit 2: Blend, read, and spell words with: single-letter consonants g, w, d, h, y, z, and x, short vowel /ŭ /, plural –s, letter combination –ck, CVC pattern; Map phonemes to graphemes; Sort words by meaning; Complete cloze sentences; Spell isolated syllables; Change onset for a rime; Hear and identify single-syllable words. Read decodable sentences; Dictate sentences.</p> <p>Unit 3: Blend, read, and spell words with: short vowel /ō /, verb marker-ing, consonant blends st, sm, sn, qu, sp, sl, and sk; Map phonemes to graphemes; Sort words by meaning; Complete cloze sentences; Spell isolated syllables; Hear and identify single-syllable words; Read decodable sentences; Dictate sentences.</p> <p>Unit 4: Blend, read, and spell words with: short vowel /ē /, verb marker-ed, doubled consonants -ll, -ss, -ff, and –zz; Map phonemes to graphemes; Sort words by meaning; Complete cloze sentences; Spell isolated syllables; Hear and identify single-syllable words; Read decodable sentences; Dictate sentences.</p> <p>Unit 5: Blend, read, and spell words with: long vowels /ō / and /ā /, VCe pattern, long vowels /u / and /yu /, digraph sh; Map phonemes to graphemes; Sort by letter pattern; Complete cloze sentences; Spell isolated syllables; Hear and identify single-syllable words; Read decodable sentences; Dictate sentences.</p> <p>Unit 6: Blend, read, and spell words with: long vowels /ē / and /ĭ /, vowel teams ee and ea, blends bl, cl, fl, gl, and pl, digraph ch; Map phonemes to graphemes; Complete cloze sentences; Spell isolated syllables; Hear and identify single-syllable words; Read decodable sentences; Dictate sentences.</p> <p>Unit 7: Blend, read, and spell words with: r-controlled vowel /ar/, unvoiced /th/, diphthong oy; irregular verb forms: -ing, -ang, and –ung; Map phonemes to graphemes.</p> <p>Unit 8: Blend, read, and spell words with: blends br, cr, dr, fr, gr, pr, and tr,</p>

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	<p>diphthong ow, voiced /th/, all letter pattern; Map phonemes to graphemes; Spell isolated syllables.</p> <p>Unit 9: Blend, read, and spell words with: r-controlled vowels /er/ and /or/, /u~/spelled oo, /o~/spelled ow, past-tense -ed with three sounds /d/, /t/, and /ed/; Map phonemes to graphemes; Change onset for a rime; Spell isolated syllables; Dictate sentences.</p> <p>Unit 10 Blend, read, and spell words with: digraph wh, vowel team aw, plural -es, ink,ank,onk,and unk, blends nt, nd, and mp; Map phonemes to graphemes; Complete cloze sentences; Spell isolated syllables; Hear and identify single-syllable words; Read decodable sentences; Dictate sentences.</p> <p>Unit 11 Blend, read, and spell words with: oo as in “book”, vowel teams ai, ay, oa, and ow, blends sw and tw; Map phonemes to graphemes; Complete cloze sentences; Spell isolated syllables; Hear and identify single-syllable words; Read decodable sentences; Dictate sentences.</p> <p>Unit 12 Blend, read, and spell words with: soft c and g, blends with three consonants, silent -e that are not VCe; Map phonemes to graphemes; Sort by letter pattern; Complete cloze sentences; Spell isolated syllables; Hear and identify single-syllable words; Read decodable sentences; Dictate sentences.</p>
(B) recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters;	<p>This skill is addressed in Online Study Word Study</p> <p>Unit 1: Discuss the meaning of phonemes and graphemes; Blend, read, and spell words with: single-letter consonants m, l, s, t, p, f, c, n, b, r, j, v, and k, short vowels /ă/ and /ĭ/, CVC pattern; Map phonemes to graphemes; Sort real and nonsense words; Identify rhyming words; Spell isolated syllables; Hear and identify single-syllable words;</p> <p>Unit 2: Blend, read, and spell words with: single-letter consonants g, w, d, h, y, z, and x, short vowel /ŭ/, plural -s, letter combination -ck, CVCpattern; Map phonemes to graphemes; Sort words by meaning; Complete cloze sentences; Spell isolated syllables; Change onset for a rime; Hear and identify single-syllable words. Read decodable sentences; Dictate sentences.</p> <p>Unit 3: Blend, read, and spell words with: short vowel /ō/, verb marker-ing, consonant blends st, sm, sn, qu, sp, sl, and sk; Map phonemes to graphemes; Sort words by meaning; Complete cloze sentences; Spell isolated syllables; Hear and identify single-syllable words; Read decodable sentences; Dictate sentences.</p> <p>Unit 4: Blend, read, and spell words with: short vowel /ē/, verb marker-ed, doubled consonants -ll, -ss, -ff, and -zz; Map phonemes to graphemes; Sort words by meaning; Complete cloze sentences; Spell isolated syllables; Hear and identify single-syllable words; Read decodable sentences; Dictate sentences.</p>

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	<p>Unit 5: Blend, read, and spell words with: long vowels /o⁻/ and /a⁻/, VCe pattern, long vowels /u⁻/ and /yu⁻/, digraph sh; Map phonemes to graphemes; Sort by letter pattern; Complete cloze sentences; Spell isolated syllables; Hear and identify single-syllable words; Read decodable sentences; Dictate sentences.</p> <p>Unit 6: Blend, read, and spell words with: long vowels /e⁻/ and /i⁻/, vowel teams ee and ea, blends bl, cl, fl, gl, and pl, digraph ch; Map phonemes to graphemes; Complete cloze sentences; Spell isolated syllables; Hear and identify single-syllable words; Read decodable sentences; Dictate sentences.</p> <p>Unit 7: Blend, read, and spell words with: r-controlled vowel /ar/, unvoiced /th/, diphthong oy; irregular verb forms: -ing, -ang, and -ung; Map phonemes to graphemes.</p> <p>Unit 8: Blend, read, and spell words with: blends br, cr, dr, fr, gr, pr, and tr, diphthong ow, voiced /th/, all letter pattern; Map phonemes to graphemes; Spell isolated syllables.</p> <p>Unit 9: Blend, read, and spell words with: r-controlled vowels /er/ and /or/, /u⁻/spelled oo, /o⁻/spelled ow, past-tense -ed with three sounds /d/, /t/, and /ed/; Map phonemes to graphemes; Change onset for a rime; Spell isolated syllables; Dictate sentences.</p> <p>Unit 10 Blend, read, and spell words with: digraph wh, vowel team aw, plural -es, ink, ank, onk, and unk, blends nt, nd, and mp; Map phonemes to graphemes; Complete cloze sentences; Spell isolated syllables; Hear and identify single-syllable words; Read decodable sentences; Dictate sentences.</p> <p>Unit 11 Blend, read, and spell words with: oo as in “book”, vowel teams ai, ay, oa, and ow, blends sw and tw; Map phonemes to graphemes; Complete cloze sentences; Spell isolated syllables; Hear and identify single-syllable words; Read decodable sentences; Dictate sentences.</p> <p>Unit 12 Blend, read, and spell words with: soft c and g, blends with three consonants, silent -e that are not VCe; Map phonemes to graphemes; Sort by letter pattern; Complete cloze sentences; Spell isolated syllables; Hear and identify single-syllable words; Read decodable sentences; Dictate sentences.</p>
(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions;	<p>Level 1 TE: U1: L1: 6-9, U1: L2: 14-15, U1: L3: 21-24, U1: L5: 36-37, U1: L7: 51-52, U1: L10: 68-69, U2: L1: 82-85, U2: L2: 92-94, U2: L5: 111-112, U2: L7: 130-133, U2: L10: 147-148, U3: L1: 161-164, U3: L2: 170-171, U3: L3: 177-179, U3: L5: 187-188, U3: L7: 205-208, U4: L1: 239-242, U4: L2: 247-248, U4: L3: 255-256, U4: L5: 264-265, U4: L7: 281-284, U4: L10: 297-298, U5: L1: 313-316, U5: L2: 323-324, U5: L3: 331-333, U5: L6: 360-362, U5: L10: 389-390, U6: L1: 403-406, U6: L2: 411-412, U6: L6: 449-450, U6: L10: 474-475, U7:</p>

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	<p>L1: 7-10, U7: L2: 16-17, U7: L6: 55-58, U7: L10: 87-88, 90, U8: L1: 100-102, U8: L2: 112-113, U8: L6: 149-150, U8: L10 176-177, U9: L1 191-194, U9: L2 200-201, U9: L6: 233-236, U10: L1: 279-282, U10: L2: 288-290, U10: L6: 324-326, U10: L10: 351-352, U11: L2: 375-377, U11: L3: 383-386, U11: L6: 411-413, U11: L9: 430-431, U11: L10: 436-437, U12: L2: 466-468, U12: L3: 474-478, U12: L6: 509-512, U12: L9: 542-543, U12: L10: 549-550</p> <p>SE: U1: L1: 3-5, U1: L2: 6, U1: L3: 11, U1: L5: 19, U1: L7: 25, U1: L10: 34, U2: L1: 42, U2: L2: 47-48, U2: L5: 60, U2: L7: 68-69, U2: L10: 78, U3: L1: 84, U3: L2: 88, U3: L5: 100, U3: L7: 108, U4: L1: 124, U4: L2: 127, U4: L3: 132, U4: L5: 139, U4: L7: 147, U4: L10: 155, 160, U5: L1: 162, U5: L2: 166, U5: L3: 172, U5: L6: 187-189, U5: L10: 210, U6: L1: 216, U6: L2: 219-220, U6: L6: 241-243, U6: L10: 256, U7: L1: 2, U7: L2: 7, U7: L6: 29-31, U7: L10: 50, U8: L1: 58, U8: L2: 62-63, U8: L6: 84-85, U8: L10 106, U9: L1 114, U9: L2 119, U9: L6: 139-140, U10: L1: 172, U10: L2: 176-177, U10: L6: 198-199, U10: L10: 218, U11: L2: 228-229, U11: L3: 236, U11: L6: 252, U11: L9: 266, U11: L10: 270, U12: L2: 289-290, U12: L3: 295-296, U12: L6: 310-312, U12: L9: 330, U12: L10: 337</p> <p>Word Training: U2: L5, U2: L6, U2: L7, U2: L8, U3: L9, U3: L10, U3: L11, U3: L12, U4: L13, U4: L14, U4: L15, U4: L16, U5: L17, U5: L18, U5: L19, U5: L20, U6: L21, U6: L22, U6: L23, U6: L24, U7: L25, U7: L26, U7: L27, U7: L28, U8: L29, U8: L30, U8: L31, U8: L32, U9: L33, U9: L34, U9: L35, U9: L36, U10: L37, U10: L38, U10: L39, U10: L40, U11: L41, U11: L42, U11: L43, U12: L44, U12: L45, U12: L46</p> <p>Level 2</p> <p>TE: U1: L1: 7-10, U1: L2: 16-17, U1: L4: 31-36, U1: L5: 37-38, U1: L6: 44-51, U1: L7: 52-53, TE: U1: L9: 63-68, U1: L10: 69-70, U2: L1: 82-85, U2: L2: 93-94, U2: L4: 109-115, U2: L5: 116-117, U2: L6: 124-131, U2: L7: 132-133, U2: L10: 150-151, U3: L1: 160-174, U3: L2: 175-178, U3: L4: 191-200, U3: L5: 201-202, U3: L6: 209-212, 213-230, U3: L7: 231, U3: L9: 248-263, U3: L10: 264-265, U4: L1: 279-282, U4: L2: 289-290, U4: L4: 305-311, U4: L5: 312-313, U4: L6: 319-327, U4: L7: 328-329, U4: L9: 342-348, U4: L10: 349-350, U5: L1: 363-366, U5: L2: 373-374, U5: L4: 390-397, U5: L5: 398-399, U5: L6: 405-408, U5: L7: 413-414, U5: L10: 432-433, U6: L1: 447-450, U6: L2: 456-457, U6: L3: 467-471, U6: L4: 472-479, U6: L5: 480-481, U6: L6: 488-491, U6: L7: 502-503, U6: L10: 530-531, U7: L1: 7-10, U7: L2: 17-18, U7: L4: 31-37, U7: L5: 38-39, U7: L6: 45-48, U7: L7: 52-55, U7: L9: 65-70, U7: L10: 71-72, U8: L1: 83-86, U8: L2: 97-98, U8: L4: 110-121, U8: L5: 122-123, U8: L6: 132-135, U8: L7: 149-150, U8: L9: 161-176, U8: L10: 177-178, U9: L1: 191-194, U9: L2: 202-203, U9: L4: 216-225, U9: L5: 226-227, U9: L6: 234-237, U9: L7: 239-240, U9: L9: 252-263, U9: L10: 264-265, U10: L1: 279-282, U10: L2: 290-291, U10: L4: 302-311, U10: L5: 312-313, U10: L6: 320-323, U10: L7: 331-332, U10: L9: 342-350, U10: L10: 351-352, U11: L1: 368-371, U11: L2: 380-381, U11: L4: 394-403, U11: L5: 404-405, U11: L6: 411-414, U11: L7: 421-422, U11: L9: 433-439, U11: L10: 440-441, U12: L1: 455-458, U12: L2: 467-468, U12: L4: 481-490, U12: L5: 491-492, U12: L6: 498-501, U12: L7: 507-508, U12: L9: 518-524, U12: L10: 525-526</p> <p>SE: U1: L1: 2, U1: L4: 12-15, U1: L6: 18-21, U1: L7: 18, U1: L9: 27-29, U2: L1: 36, U2: L4: 50-54, U2: L6: 58-60, U2: L7: 58, U3: L1: 72-81, U3: L2: 72, 82, U3: L4: 90-96, U3: L6: 100, 101-117, U3: L9: 126-139, U4: L1: 146, U4:</p>

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	L2: 146, U4: L4: 161-165, U4: L5: 146, U4: L6: 168, U4: L9: 179-183, U4: L10: 168, U5: L1: 190, U5: L2: 190, U5: L4: 203-208, U5: L6: 211, U6: L1: 230, U6: L3: 243-245, U6: L4: 246-250, U6: L5: 230, U6: L6: 254, U7: L1: 4, U7: L4: 18-21, U7: L6: 24, U7: L7: 24, 28, U7: L9: 32-34, U8: L1: 40, U8: L4: 58-67, U8: L6: 70, U8: L9: 93-105, U9: L1: 112, U9: L4: 14, 129-135, U9: L6: 138, U9: L9: 209-237, U10: L1: 244, U10: L4: 260-265, U10: L6: 269, U10: L9: 278-283, U11: L1: 290, U11: L4: 307-314, U11: L6: 318, U11: L9: 330-334, U12: L1: 340, U12: L4: 360-367, U12: L6: 370, U12: L9: 381-385
(D) monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed;	<p>Level 1</p> <p>TE: U1: L1: 4-5, 11-13, U1: L3: 27-30, U1: L6: 44-48, L9: 64-67, U2: L3: 104-105, U2: L6: 122-127, U3: L1: 158-160, U3: L6: 197-201, U3: L9: 217-221, U4: L1: 236-237, U4: L6: 273-277, U4: L9: 293-296, U5: L1: 317-322, U5: L5: 347-353, U6: L10: 476, U7: L5: 42-47, U8: L1: 107-111, U8: L5: 136-141, U8: L10 178, U9: L10: 263-264, U9: L10: 267-268, U10: L5: 314-318, U11: L5: 400-404, U12: L5: 495-503, U12: L10: 551-552</p> <p>SE: U1: L3: 14-15, U2: L6: 65, U3: L1: 83, U3: L6: 104, U4: L6: 143, U5: L5: 175, U7: L5: 24, U8: L5: 79, U9: L10: 164-165, U10: L5: 194, U11: L5: 246, U12: L5: 305</p> <p>Level 2</p> <p>The following provide opportunities:</p> <p>TE: U6: L1: 444-445, 451-455, U6: L3: 467-471, U6: L4: 472-479, U6: L5: 483-484, U6: L6: 485-487, 492-501, U6: L7: 504-509, 510, U6: L8: 511-516, U6: L9: 517-529</p> <p>SE: U6: L1: 229, 230, 231-234, U6: L3: 243-245, U6: L4: 246-250, U6: L5: 229, 243, U6: L6: 252, 255-266, U6: L7: 267-268, U6: L8: 269-272, U6: L9: 253, 273-279</p>
(E) use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language;	<p>The following provide opportunities:</p> <p>Level 1</p> <p>TE: U1: L1: 4-5, 11-13, U1: L3: 27-30, U1: L6: 44-48, L9: 64-67, U2: L3: 104-105, U2: L6: 122-127, U3: L1: 158-160, U3: L6: 197-201, U3: L9: 217-221, U4: L1: 236-237, U4: L6: 273-277, U4: L9: 293-296, U5: L1: 317-322, U5: L5: 347-353, U6: L10: 476, U7: L5: 42-47, U8: L1: 107-111, U8: L5: 136-141, U8: L10 178, U9: L10: 263-264, U9: L10: 267-268, U10: L5: 314-318, U11: L5: 400-404, U12: L5: 495-503, U12: L10: 551-552</p> <p>SE: U1: L3: 14-15, U2: L6: 65, U3: L1: 83, U3: L6: 104, U4: L6: 143, U5: L5: 175, U7: L5: 24, U8: L5: 79, U9: L10: 164-165, U10: L5: 194, U11: L5: 246, U12: L5: 305</p> <p>Level 2</p> <p>The following provide opportunities:</p> <p>TE: U6: L1: 444-445, 451-455, U6: L3: 467-471, U6: L4: 472-479, U6: L5: 483-484, U6: L6: 485-487, 492-501, U6: L7: 504-509, 510, U6: L8: 511-516, U6: L9: 517-529</p> <p>SE: U6: L1: 229, 230, 231-234, U6: L3: 243-245, U6: L4: 246-250, U6: L5: 229, 243, U6: L6: 252, 255-266, U6: L7: 267-268, U6: L8: 269-272, U6: L9: 253, 273-279</p>
(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;	This standard may be met as students listen to and watch the Text Training video that accompanies each Unit. Students also meet this standard using the exercises and activities included in <i>LANGUAGE! Live</i>

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	Online.
(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;	<p>Level 1</p> <p>TE: U1: L1: 4-5, 11-13, U1: L3: 27-30, U1: L6: 44-48, L9: 64-67, U2: L3: 104-105, U2: L6: 122-127, U3: L1: 158-160, U3: L6: 197-201, U3: L9: 217-221, U4: L1: 236-237, U4: L6: 273-277, U4: L9: 293-296, U5: L1: 317-322, U5: L5: 347-353, U6: L10: 476, U7: L5: 42-47, U8: L1: 107-111, U8: L5: 136-141, U8: L10 178, U9: L10: 263-264, U9: L10: 267-268, U10: L5: 314-318, U11: L5: 400-404, U12: L5: 495-503, U12: L10: 551-552</p> <p>SE: U1: L3: 14-15, U2: L6: 65, U3: L1: 83, U3: L6: 104, U4: L6: 143, U5: L5: 175, U7: L5: 24, U8: L5: 79, U9: L10: 164-165, U10: L5: 194, U11: L5: 246, U12: L5: 305</p> <p>Level 2</p> <p>The following provide opportunities:</p> <p>TE: U6: L1: 444-445, 451-455, U6: L3: 467-471, U6: L4: 472-479, U6: L5: 483-484, U6: L6: 485-487, 492-501, U6: L7: 504-509, 510, U6: L8: 511-516, U6: L9: 517-529</p> <p>SE: U6: L1: 229, 230, 231-234, U6: L3: 243-245, U6: L4: 246-250, U6: L5: 229, 243, U6: L6: 252, 255-266, U6: L7: 267-268, U6: L8: 269-272, U6: L9: 253, 273-279</p>
(H) understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations; and	<p>Level 1</p> <p>TE: U1: L1: 4-5, 11-13, U1: L3: 27-30, U1: L6: 44-48, L9: 64-67, U2: L3: 104-105, U2: L6: 122-127, U3: L1: 158-160, U3: L6: 197-201, U3: L9: 217-221, U4: L1: 236-237, U4: L6: 273-277, U4: L9: 293-296, U5: L1: 317-322, U5: L5: 347-353, U6: L10: 476, U7: L5: 42-47, U8: L1: 107-111, U8: L5: 136-141, U8: L10 178, U9: L10: 263-264, U9: L10: 267-268, U10: L5: 314-318, U11: L5: 400-404, U12: L5: 495-503, U12: L10: 551-552</p> <p>SE: U1: L3: 14-15, U2: L6: 65, U3: L1: 83, U3: L6: 104, U4: L6: 143, U5: L5: 175, U7: L5: 24, U8: L5: 79, U9: L10: 164-165, U10: L5: 194, U11: L5: 246, U12: L5: 305</p> <p>Level 2</p> <p>The following provide opportunities:</p> <p>TE: U6: L1: 444-445, 451-455, U6: L3: 467-471, U6: L4: 472-479, U6: L5: 483-484, U6: L6: 485-487, 492-501, U6: L7: 504-509, 510, U6: L8: 511-516, U6: L9: 517-529</p> <p>SE: U6: L1: 229, 230, 231-234, U6: L3: 243-245, U6: L4: 246-250, U6: L5: 229, 243, U6: L6: 252, 255-266, U6: L7: 267-268, U6: L8: 269-272, U6: L9: 253, 273-279</p>
(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.	<p>Level 1</p> <p>TE: U1: L1: 4-5, 11-13, U1: L3: 27-30, U1: L6: 44-48, L9: 64-67, U2: L3: 104-105, U2: L6: 122-127, U3: L1: 158-160, U3: L6: 197-201, U3: L9: 217-221, U4: L1: 236-237, U4: L6: 273-277, U4: L9: 293-296, U5: L1: 317-322, U5: L5: 347-353, U6: L10: 476, U7: L5: 42-47, U8: L1: 107-111, U8: L5: 136-141, U8: L10 178, U9: L10: 263-264, U9: L10: 267-268, U10: L5: 314-318, U11: L5: 400-404, U12: L5: 495-503, U12: L10: 551-552</p> <p>SE: U1: L3: 14-15, U2: L6: 65, U3: L1: 83, U3: L6: 104, U4: L6: 143, U5: L5: 175, U7: L5: 24, U8: L5: 79, U9: L10: 164-165, U10: L5: 194, U11: L5: 246, U12: L5: 305</p> <p>Level 2</p>

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	<p>The following provide opportunities:</p> <p>TE: U6: L1: 444-445, 451-455, U6: L3: 467-471, U6: L4: 472-479, U6: L5: 483-484, U6: L6: 485-487, 492-501, U6: L7: 504-509, 510, U6: L8: 511-516, U6: L9: 517-529</p> <p>SE: U6: L1: 229, 230, 231-234, U6: L3: 243-245, U6: L4: 246-250, U6: L5: 229, 243, U6: L6: 252, 255-266, U6: L7: 267-268, U6: L8: 269-272, U6: L9: 253, 273-279</p>
<p>(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:</p>	
<p>(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;</p>	<p>This skill is addressed in Online Study Word Study as well as in daily class instruction:</p> <p>Unit 1: Discuss the meaning of phonemes and graphemes; Blend, read, and spell words with: single-letter consonants m, l, s, t, p, f, c, n, b, r, j, v, and k, short vowels /ă/ and /ĭ/, CVC pattern; Map phonemes to graphemes; Sort real and nonsense words; Identify rhyming words; Spell isolated syllables; Hear and identify single-syllable words;</p> <p>Unit 2: Blend, read, and spell words with: single-letter consonants g, w, d, h, y, z, and x, short vowel /ŭ/, plural –s, letter combination –ck, CVC pattern; Map phonemes to graphemes; Sort words by meaning; Complete cloze sentences; Spell isolated syllables; Change onset for a rime; Hear and identify single-syllable words. Read decodable sentences; Dictate sentences.</p> <p>Unit 3: Blend, read, and spell words with: short vowel /oĥ/, verb marker-ing, consonant blends st, sm, sn, qu, sp, sl, and sk; Map phonemes to graphemes; Sort words by meaning; Complete cloze sentences; Spell isolated syllables; Hear and identify single-syllable words; Read decodable sentences; Dictate sentences.</p> <p>Unit 4: Blend, read, and spell words with: short vowel /eĥ/, verb marker-ed, doubled consonants -ll, -ss, -ff, and -zz; Map phonemes to graphemes; Sort words by meaning; Complete cloze sentences; Spell isolated syllables; Hear and identify single-syllable words; Read decodable sentences; Dictate sentences.</p> <p>Unit 5: Blend, read, and spell words with: long vowels /oĥ/ and /aĥ/, VCe pattern, long vowels /uĥ/ and /yuĥ/, digraph sh; Map phonemes to graphemes; Sort by letter pattern; Complete cloze sentences; Spell isolated syllables; Hear and identify single-syllable words; Read decodable sentences; Dictate sentences.</p> <p>Unit 6: Blend, read, and spell words with: long vowels /eĥ/ and /ĭĥ/, vowel teams ee and ea, blends bl, cl, fl, gl, and pl, digraph ch; Map phonemes to graphemes; Complete cloze sentences; Spell isolated syllables; Hear and</p>

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	<p>identify single-syllable words; Read decodable sentences; Dictate sentences.</p> <p>Unit 7: Blend, read, and spell words with: r-controlled vowel /ar/, unvoiced /th/ , diphthong oy; irregular verb forms: -ing, -ang, and -ung; Map phonemes to graphemes.</p> <p>Unit 8: Blend, read, and spell words with: blends br, cr, dr, fr, gr, pr, and tr, diphthong ow, voiced /th/, all letter pattern; Map phonemes to graphemes; Spell isolated syllables.</p> <p>Unit 9: Blend, read, and spell words with: r-controlled vowels /er/ and /or/, /u~/spelled oo, /o~/spelled ow, past-tense -ed with three sounds /d/, /t/, and /ed/; Map phonemes to graphemes; Change onset for a rime; Spell isolated syllables; Dictate sentences.</p> <p>Unit 10 Blend, read, and spell words with: digraph wh, vowel team aw, plural -es, ink,ank,onk,and unk, blends nt, nd, and mp; Map phonemes to graphemes; Complete cloze sentences; Spell isolated syllables; Hear and identify single-syllable words; Read decodable sentences; Dictate sentences.</p> <p>Unit 11 Blend, read, and spell words with: oo as in “book”, vowel teams ai, ay, oa, and ow, blends sw and tw; Map phonemes to graphemes; Complete cloze sentences; Spell isolated syllables; Hear and identify single-syllable words; Read decodable sentences; Dictate sentences.</p> <p>Unit 12 Blend, read, and spell words with: soft c and g, blends with three consonants, silent -e that are not VCe; Map phonemes to graphemes; Sort by letter pattern; Complete cloze sentences; Spell isolated syllables; Hear and identify single-syllable words; Read decodable sentences; Dictate sentences.</p>
(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;	<p>Level 1</p> <p>TE: U1: L1: 6-9, U1: L2: 14-15, U1: L3: 21-24, U1: L5: 36-37, U1: L7: 51-52, U1: L10: 68-69, U2: L1: 82-85, U2: L2: 92-94, U2: L5: 111-112, U2: L7: 130-133, U2: L10: 147-148, U3: L1: 161-164, U3: L2: 170-171, U3: L3: 177-179, U3: L5: 187-188, U3: L7: 205-208, U4: L1: 239-242, U4: L2: 247-248, U4: L3: 255-256, U4: L5: 264-265, U4: L7: 281-284, U4: L10: 297-298, U5: L1: 313-316, U5: L2: 323-324, U5: L3: 331-333, U5: L6: 360-362, U5: L10: 389-390, U6: L1: 403-406, U6: L2: 411-412, U6: L6: 449-450, U6: L10: 474-475, U7: L1: 7-10, U7: L2: 16-17, U7: L6: 55-58, U7: L10: 87-88, 90, U8: L1: 100-102, U8: L2: 112 -113, U8: L6: 149-150, U8: L10 176-177, U9: L1 191-194, U9: L2 200-201, U9: L6: 233-236, U10: L1: 279-282, U10: L2: 288-290, U10: L6: 324-326, U10: L10: 351-352, U11: L2: 375-377, U11: L3: 383-386, U11: L6: 411-413, U11: L9: 430-431, U11: L10: 436-437, U12: L2: 466-468, U12: L3: 474-478, U12: L6: 509-512, U12: L9: 542-543, U12: L10: 549-550</p> <p>SE: U1: L1: 3-5, U1: L2: 6, U1: L3: 11, U1: L5: 19, U1: L7: 25, U1: L10: 34, U2: L1: 42, U2: L2: 47-48, U2: L5: 60, U2: L7: 68-69, U2: L10: 78, U3: L1: 84, U3: L2: 88, U3: L5: 100, U3: L7: 108, U4: L1: 124, U4: L2: 127, U4: L3: 132,</p>

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	<p>U4: L5: 139, U4: L7: 147, U4: L10: 155, 160, U5: L1: 162, U5: L2: 166, U5: L3: 172, U5: L6: 187-189, U5: L10: 210, U6: L1: 216, U6: L2: 219-220, U6: L6: 241-243, U6: L10: 256, U7: L1: 2, U7: L2: 7, U7: L6: 29-31, U7: L10: 50, U8: L1: 58, U8: L2: 62-63, U8: L6: 84-85, U8: L10 106, U9: L1 114, U9: L2 119, U9: L6: 139-140, U10: L1: 172, U10: L2: 176-177, U10: L6: 198-199, U10: L10: 218, U11: L2: 228-229, U11: L3: 236, U11: L6: 252, U11: L9: 266, U11: L10: 270, U12: L2: 289-290, U12: L3: 295-296, U12: L6: 310-312, U12: L9: 330, U12: L10: 337</p> <p>Word Training: U2: L5, U2: L6, U2: L7, U2: L8, U3: L9, U3: L10, U3: L11, U3: L12, U4: L13, U4: L14, U4: L15, U4: L16, U5: L17, U5: L18, U5: L19, U5: L20, U6: L21, U6: L22, U6: L23, U6: L24, U7: L25, U7: L26, U7: L27, U7: L28, U8: L29, U8: L30, U8: L31, U8: L32, U9: L33, U9: L34, U9: L35, U9: L36, U10: L37, U10: L38, U10: L39, U10: L40, U11: L41, U11: L42, U11: L43, U12: L44, U12: L45, U12: L46</p> <p>Level 2</p> <p>TE: U1: L1: 7-10, U1: L2: 16-17, U1: L4: 31-36, U1: L5: 37-38, U1: L6: 44-51, U1: L7: 52-53, TE: U1: L9: 63-68, U1: L10: 69-70, U2: L1: 82-85, U2: L2: 93-94, U2: L4: 109-115, U2: L5: 116-117, U2: L6: 124-131, U2: L7: 132-133, U2: L10: 150-151, U3: L1: 160-174, U3: L2: 175-178, U3: L4: 191-200, U3: L5: 201-202, U3: L6: 209-212, 213-230, U3: L7: 231, U3: L9: 248-263, U3: L10: 264-265, U4: L1: 279-282, U4: L2: 289-290, U4: L4: 305-311, U4: L5: 312-313, U4: L6: 319-327, U4: L7: 328-329, U4: L9: 342-348, U4: L10: 349-350, U5: L1: 363-366, U5: L2: 373-374, U5: L4: 390-397, U5: L5: 398-399, U5: L6: 405-408, U5: L7: 413-414, U5: L10: 432-433, U6: L1: 447-450, U6: L2: 456-457, U6: L3: 467-471, U6: L4: 472-479, U6: L5: 480-481, U6: L6: 488-491, U6: L7: 502-503, U6: L10: 530-531, U7: L1: 7-10, U7: L2: 17-18, U7: L4: 31-37, U7: L5: 38-39, U7: L6: 45-48, U7: L7: 52-55, U7: L9: 65-70, U7: L10: 71-72, U8: L1: 83-86, U8: L2: 97-98, U8: L4: 110-121, U8: L5: 122-123, U8: L6: 132-135, U8: L7: 149-150, U8: L9: 161-176, U8: L10: 177-178, U9: L1: 191-194, U9: L2: 202-203, U9: L4: 216-225, U9: L5: 226-227, U9: L6: 234-237, U9: L7: 239-240, U9: L9: 252-263, U9: L10: 264-265, U10: L1: 279-282, U10: L2: 290-291, U10: L4: 302-311, U10: L5: 312-313, U10: L6: 320-323, U10: L7: 331-332, U10: L9: 342-350, U10: L10: 351-352, U11: L1: 368-371, U11: L2: 380-381, U11: L4: 394-403, U11: L5: 404-405, U11: L6: 411-414, U11: L7: 421-422, U11: L9: 433-439, U11: L10: 440-441, U12: L1: 455-458, U12: L2: 467-468, U12: L4: 481-490, U12: L5: 491-492, U12: L6: 498-501, U12: L7: 507-508, U12: L9: 518-524, U12: L10: 525-526</p> <p>SE: U1: L1: 2, U1: L4: 12-15, U1: L6: 18-21, U1: L7: 18, U1: L9: 27-29, U2: L1: 36, U2: L4: 50-54, U2: L6: 58-60, U2: L7: 58, U3: L1: 72-81, U3: L2: 72, 82, U3: L4: 90-96, U3: L6: 100, 101-117, U3: L9: 126-139, U4: L1: 146, U4: L2: 146, U4: L4: 161-165, U4: L5: 146, U4: L6: 168, U4: L9: 179-183, U4: L10: 168, U5: L1: 190, U5: L2: 190, U5: L4: 203-208, U5: L6: 211, U6: L1: 230, U6: L3: 243-245, U6: L4: 246-250, U6: L5: 230, U6: L6: 254, U7: L1: 4, U7: L4: 18-21, U7: L6: 24, U7: L7: 24, 28, U7: L9: 32-34, U8: L1: 40, U8: L4: 58-67, U8: L6: 70, U8: L9: 93-105, U9: L1: 112, U9: L4: 14, 129-135, U9: L6: 138, U9: L9: 209-237, U10: L1: 244, U10: L4: 260-265, U10: L6: 269, U10: L9: 278-283, U11: L1: 290, U11: L4: 307-314, U11: L6: 318, U11: L9: 330-334, U12: L1: 340, U12: L4: 360-367, U12: L6: 370, U12: L9: 381-385</p>
(C) speak using a variety of grammatical	The following provide opportunities:

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structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired;	<p>Level 1</p> <p>TE: U1: L6: 49-50, U3: L5: 195-196, U4: L5: 271-272, U4: L10: 157, U5: L3: 335-339, U5: L5: 354-357, U5: L6: 363, U6: L2: 415-416, U6: L6: 451, U8: L2: 116, U8: L3: 121-123, U8: L6: 151, U9: L7: 247-248, U10: L6: 327, U11: L6: 414, U11: L10: 439, U12: L6: 513</p> <p>SE: U1: U1: L5: 22, L6: 23, U4: L5: 142, U4: L10: 303, U5: L3: 175-177, U5: L5: 182-186, U5: L6: 190, U6: L2: 223, U6: L6: 244, U8: L2: 66, U8: L3: 70-71, U8: L6: 86, U9: L7: 146, U10: L6: 200-201, U11: L6: 255, U11: L10: 271, U12: L6: 313</p> <p>Level 2</p> <p>TE: U1: L2: 22-25, U1: L7: 52-59, U2: L2: 104, U2: L7: 134-136, U3: L2: 178-185, U3: L7: 232-234, U4: L2: 291-290, 295-297, U4: L9: 342-348, U4: L10: 351-356, U5: L2: 381-383, U6: L2: 458-464, 464-466, U7: L2: 19-21, 22-24, U8: L2: 98-102, 103-104, U9: L2: 203-210, U10: L2: 292-297, U11: L2: 386-389, U12: L2: 474-476, U12: L2: 355-357</p> <p>SE: U1: L2: 9-10, U1: L7: 22-25, U2: L2: 48, U2: L7: 63-64, U3: L2: 83-88, U3: L7: 119-120, U4: L2: 154-156, 157-158, U4: L9: 179-183, U4: L10: 184-187, U5: L2: 199-200, U6: L2: 235-240, 241-242, U7: L2: 10-11, 12-13, U8: L2: 51-53, 54, U9: L2: 121-123, 124-125, U10: L2: 253-255, 256, U11: L2: 302-404, U12: L2: 355-357</p>
(D) speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency;	<p>Level 1</p> <p>TE: U1: L1: 6-9, U1: L2: 14-15, U1: L3: 21-24, U1: L5: 36-37, U1: L7: 51-52, U1: L10: 68-69, U2: L1: 82-85, U2: L2: 92-94, U2: L5: 111-112, U2: L7: 130-133, U2: L10: 147-148, U3: L1: 161-164, U3: L2: 170-171, U3: L3: 177-179, U3: L5: 187-188, U3: L7: 205-208, U4: L1: 239-242, U4: L2: 247-248, U4: L3: 255-256, U4: L5: 264-265, U4: L7: 281-284, U4: L10: 297-298, U5: L1: 313-316, U5: L2: 323-324, U5: L3: 331-333, U5: L6: 360-362, U5: L10: 389-390, U6: L1: 403-406, U6: L2: 411-412, U6: L6: 449-450, U6: L10: 474-475, U7: L1: 7-10, U7: L2: 16-17, U7: L6: 55-58, U7: L10: 87-88, 90, U8: L1: 100-102, U8: L2: 112-113, U8: L6: 149-150, U8: L10: 176-177, U9: L1: 191-194, U9: L2: 200-201, U9: L6: 233-236, U10: L1: 279-282, U10: L2: 288-290, U10: L6: 324-326, U10: L10: 351-352, U11: L2: 375-377, U11: L3: 383-386, U11: L6: 411-413, U11: L9: 430-431, U11: L10: 436-437, U12: L2: 466-468, U12: L3: 474-478, U12: L6: 509-512, U12: L9: 542-543, U12: L10: 549-550</p> <p>SE: U1: L1: 3-5, U1: L2: 6, U1: L3: 11, U1: L5: 19, U1: L7: 25, U1: L10: 34, U2: L1: 42, U2: L2: 47-48, U2: L5: 60, U2: L7: 68-69, U2: L10: 78, U3: L1: 84, U3: L2: 88, U3: L5: 100, U3: L7: 108, U4: L1: 124, U4: L2: 127, U4: L3: 132, U4: L5: 139, U4: L7: 147, U4: L10: 155, 160, U5: L1: 162, U5: L2: 166, U5: L3: 172, U5: L6: 187-189, U5: L10: 210, U6: L1: 216, U6: L2: 219-220, U6: L6: 241-243, U6: L10: 256, U7: L1: 2, U7: L2: 7, U7: L6: 29-31, U7: L10: 50, U8: L1: 58, U8: L2: 62-63, U8: L6: 84-85, U8: L10: 106, U9: L1: 114, U9: L2: 119, U9: L6: 139-140, U10: L1: 172, U10: L2: 176-177, U10: L6: 198-199, U10: L10: 218, U11: L2: 228-229, U11: L3: 236, U11: L6: 252, U11: L9: 266, U11: L10: 270, U12: L2: 289-290, U12: L3: 295-296, U12: L6: 310-312, U12: L9: 330, U12: L10: 337</p> <p>Word Training: U2: L5, U2: L6, U2: L7, U2: L8, U3: L9, U3: L10, U3: L11, U3: L12, U4: L13, U4: L14, U4: L15, U4: L16, U5: L17, U5: L18, U5: L19, U5: L20, U6: L21, U6: L22, U6: L23, U6: L24, U7: L25, U7: L26, U7: L27, U7: L28, U8: L29, U8: L30, U8: L31, U8: L32, U9: L33, U9: L34, U9: L35, U9: L36, U10: L37, U10: L38, U10: L39, U10: L40, U11: L41, U11: L42, U11: L43,</p>

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(E) share information in cooperative learning interactions;	<p>Level 1</p> <p>TE: U1: L1: 4-5, 11-13, U1: L3: 27-30, U1: L6: 44-48, L9: 64-67, U2: L3: 104-105, U2: L6: 122-127, U3: L1: 158-160, U3: L6: 197-201, U3: L9: 217-221, U4: L1: 236-237, U4: L6: 273-277, U4: L9: 293-296, U5: L1: 317-322, U5: L5: 347-353, U6: L10: 476, U7: L5: 42-47, U8: L1: 107-111, U8: L5: 136-141, U8: L10: 178, U9: L10: 263-264, U9: L10: 267-268, U10: L5: 314-318, U11: L5: 400-404, U12: L5: 495-503, U12: L10: 551-552</p> <p>SE: U1: L3: 14-15, U2: L6: 65, U3: L1: 83, U3: L6: 104, U4: L6: 143, U5: L5: 175, U7: L5: 24, U8: L5: 79, U9: L10: 164-165, U10: L5: 194, U11: L5: 246, U12: L5: 305</p> <p>Level 2</p> <p>TE: U1: L1: 11-15, U1: L5: 39-40, U1: L8: 60-62, U1: L10: 76, U2: L5: 119-120, U2: L10: 155, U3: L3: 186-190, U3: L5: 203-205, U3: L10: 271-272, U4: L5: 314-315, U4: L7: 330-334, U4: L10: 351-357, U5: L1: 360-362, U5: L5:</p>

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	<p>401-402, U5: L10: 440-441, U6: L5: 483-484, U7: L5: 41, U7: L10: 77, U8: L5: 125-128, U8: L10: 184-185, U9: L5: 229-230, U9: L10: 272-273, U10: L5: 315-316, U10: L10: 361-362, U11: L5: 407, U11: L10: 447, U12: L5: 494-495, U12: L10: 534-535</p> <p>SE: U1: L1: 3-6, U1: L5: 1, U1: L8: 19, 26, U2: L5: 49, U2: L10: 57, 67, U3: L3: 66, 89, U3: L5: 71, 89, U3: L10: 99, 124, U4: L5: 146, 159, U4: L7: 175, U4: L10: 184-187, U5: L1: 189, U5: L5: 189, 201, U5: L10: 210, 218, U6: L5: 229, 243, U7: L5: 1, 16, U7: L10: 23, 30, U8: L5: 39, 55, U8: L10: 69, 90, U9: L5: 111, 126-128, U9: L10: 137, 204, U10: L5: 243, 257, U10: L7: 268, 276, U11: L5: 289, 305, U11: L10: 317, 327, U12: L5: 339, 358, U12: L10: 369, 378</p>
<p>(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;</p>	<p>Level 1</p> <p>TE: U1: L1: 6-9, U1: L2: 14-15, U1: L3: 21-24, U1: L5: 36-37, U1: L7: 51-52, U1: L10: 68-69, U2: L1: 82-85, U2: L2: 92-94, U2: L3: 100-102, U2: L5: 101-112, U2: L7: 130-133, U2: L10: 147-148, U3: L1: 161-164, U3: L2: 170-171, U3: L3: 177-179, U3: L5: 187-188, U3: L7: 205-208, U3: L10: 222-223, 228, U4: L1: 239-242, U4: L2: 247-248, U4: L3: 255-256, U4: L5: 264-265, U4: L7: 281-284, U4: L10: 297-298, U5: L1: 313-316, U5: L2: 323-324, U5: L3: 331-333, U5: L7: 366-367, U5: L9: 381-382, U5: L10: 389-390, U6: L1: 403-406, U7: L1: 7-10, U7: L6: 55-58, U7: L10: 87-88, U8: L1: 100-102, U8: L6: 149-150, U9: L1 191-194, U9: L10: 262-263, U9: L10: 267-268, U10: L1: 279-282, U11: L6: 411-413, U11: L10: 436-437, U12: L1: 453-456, U12: L3: 474-478, U12: L6: 509-512, U12: L9: 542-543, U12: L10: 549-550, 553</p> <p>SE: U1: L1: 3-5, U1: L2: 6, U1: L5: 19, U1: L7: 25, U1: L10: 34, U2: L1: 42, U2: L2: 47-48, U2: L5: 60, U2: L7: 68-69, U2: L10: 78, U3: L1: 84, U3: L2: 88, U3: L3: 93, U3: L5: 100, U3: L7: 107-108, U3: L10: 117, U4: L1: 124, U4: L2: 127, U4: L3: 132, U4: L5: 139, U4: L7: 146-147, U4: L10: 155, 160, U5: L1: 162, U5: L2: 166, U5: L3: 172, U5: L6: 187-189, U5: L9: 203, U5: L10: 210, U6: L1: 216, U7: L1: 2, U7: L6: 29-31, U7: L10: 50, U8: L1: 58, U8: L6: 84, U9: L1 114, U9: L10: 161, U9: L10: 164-165, U10: L1: 172, U11: L6: 253-254, U11: L10: 270, U12: L1: 280, U12: L3: 295-296, U12: L6: 310-312, U12: L9: 330, U12: L10: 336-337</p> <p>Level 2</p> <p>TE: U1: L1: 7-10, U1: L2: 16-17, U1: L4: 31-36, U1: L5: 37-38, U1: L6: 41-51, U1: L7: 52-53, U1: L9: 63-68, U1: L10: 69-70, U2: L1: 82-85, U2: L2: 93-94, U2: L4: 109-115, U2: L5: 116-117, U2: L6: 124-131, U3: L1: 160-163, U3: L2: 175-178, U3: L4: 191-200, U3: L5: 201-202, U3: L6: 209-212, 213-230, U3: L7: 231, U3: L10: 264-265, U4: L1: 276-277, 279-282, U4: L2: 146, U4: L5: 312-313, U4: L6: 319-327, U4: L7: 328-329, U4: L10: 349-350, U5: L1: 363-366, U5: L2: 373-374, U5: L10: 432-433, U5: L4: 390-397, U5: L5: 398-399, U5: L6: 405-408, U5: L7: 413-414, U6: L1: 447-450, U6: L2: 456-457, U6: L4: 472-479, U6: L5: 480-481, U6: L6: 488-491, U6: L7: 502-503, U6: L10: 530-531, U7: L1: 7-10, U7: L2: 17-18, U7: L5: 38-39, U7: L6: 45-48, U7: L7: 52-55, U7: L10: 71-72, U8: L1: 83-86, U8: L2: 97-98, U8: L4: 110-121, U8: L5: 122-123, U8: L6: 132-135, U8: L7: 149-150, U8: L10: 177-178, U9: L1: 191-194, U9: L2: 202-203, U9: L4: 216-225, U9: L5: 226-227, U9: L6: 234-237, U9: L7: 239-240, U9: L10: 264-265, U10: L1: 279-282, U10: L2: 290-291, U10: L5: 312-313, U10: L6: 320-323, U10: L7: 331-332, U10: L10: 351-352, U11: L1: 368-371, U11: L2: 380-381, U11: L5: 404-405, U11: L6: 411-414, U11: L7: 421-422, U11: L10: 440-441, U12: L1: 455-458, U12: L2: 467-468,</p>

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	<p>U12: L4: 481-490, U12: L5: 491-492, U12: L6: 498-501, U12: L7: 507-508, U12: L10: 525-526</p> <p>SE: U1: L1: 2, U1: L4: 12-15, U1: L6: 18-21, U1: L7: 18, U1: L9: 27-29, U2: L1: 36, U2: L4: 50-54, U2: L6: 58, U3: L1: 72, U3: L2: 72, 82, U3: L4: 90-96, U3: L6: 100, 101-117, U4: L1: 146, U4: L2: 289-290, U4: L5: 146, U4: L6: 168, U4: L10: 168, U5: L1: 190, U5: L2: 190, U5: L4: 203-208, U5: L6: 211, U6: L1: 230, U6: L4: 246-250, U6: L5: 230, U6: L6: 254, U7: L1: 4, U7: L6: 24, U7: L7: 24, 28, U8: L1: 40, U8: L6: 70, U9: L1: 112, U9: L4: 14, 129-135, U9: L6: 138, U10: L1: 244, U10: L6: 269, U11: L1: 290, U11: L6: 318, U12: L1: 340, U12: L4: 360-367, U12: L6: 370</p>
(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;	<p>Level 1</p> <p>TE: U1: L1: 4-5, 11-13, U1: L3: 27-30, U1: L6: 44-48, L9: 64-67, U2: L3: 104-105, U2: L6: 122-127, U3: L1: 158-160, U3: L6: 197-201, U3: L9: 217-221, U4: L1: 236-237, U4: L6: 273-277, U4: L9: 293-296, U5: L1: 317-322, U5: L5: 347-353, U6: L10: 476, U7: L5: 42-47, U8: L1: 107-111, U8: L5: 136-141, U8: L10: 178, U9: L10: 263-264, U9: L10: 267-268, U10: L5: 314-318, U11: L5: 400-404, U12: L5: 495-503, U12: L10: 551-552</p> <p>SE: U1: L3: 14-15, U2: L6: 65, U3: L1: 83, U3: L6: 104, U4: L6: 143, U5: L5: 175, U7: L5: 24, U8: L5: 79, U9: L10: 164-165, U10: L5: 194, U11: L5: 246, U12: L5: 305</p> <p>Level 2</p> <p>TE: U1: L1: 11-15, U1: L5: 39-40, U1: L8: 60-62, U1: L10: 76, U2: L5: 119-120, U2: L10: 155, U3: L3: 186-190, U3: L5: 203-205, U3: L10: 271-272, U4: L5: 314-315, U4: L7: 330-334, U4: L10: 351-357, U5: L1: 360-362, U5: L5: 401-402, U5: L10: 440-441, U6: L5: 483-484, U7: L5: 41, U7: L10: 77, U8: L5: 125-128, U8: L10: 184-185, U9: L5: 229-230, U9: L10: 272-273, U10: L5: 315-316, U10: L10: 361-362, U11: L5: 407, U11: L10: 447, U12: L5: 494-495, U12: L10: 534-535</p> <p>SE: U1: L1: 3-6, U1: L5: 1, U1: L8: 19, 26, U2: L5: 49, U2: L10: 57, 67, U3: L3: 66, 89, U3: L5: 71, 89, U3: L10: 99, 124, U4: L5: 146, 159, U4: L7: 175, U4: L10: 184-187, U5: L1: 189, U5: L5: 189, 201, U5: L10: 210, 218, U6: L5: 229, 243, U7: L5: 1, 16, U7: L10: 23, 30, U8: L5: 39, 55, U8: L10: 69, 90, U9: L5: 111, 126-128, U9: L10: 137, 204, U10: L5: 243, 257, U10: L7: 268, 276, U11: L5: 289, 305, U11: L10: 317, 327, U12: L5: 339, 358, U12: L10: 369, 378</p>
(H) narrate, describe, and explain with increasing specificity and detail as more English is acquired;	<p>Level 1</p> <p>TE: U1: L9: 64-67, U2: L9: 144, U4: L9: 293-296</p> <p>Level 2</p> <p>TE: U1: L10: 76, U2: L6: 121-131, U3: L3: 186-190, U4: L7: 330-334, U8: L5: 125-128, U8: L8: 156-160</p> <p>SE: U1: L10: 26, U2: L6: 57-60, 62, U3: L3: 66, 89, U4: L7: 175, U8: L5: 39, 55, U8: L8: 15, 90-92</p>
(I) adapt spoken language appropriately for formal and informal purposes; and	<p>Students have the opportunity to meet this standard when they work collaboratively in small groups, with partners and in the formal classroom setting.</p> <p>Level 1</p> <p>TE: U1: L1: 4-5, 11-13, U1: L3: 27-30, U1: L6: 44-48, L9: 64-67, U2: L3: 104-105, U2: L6: 122-127, U3: L1: 158-160, U3: L6: 197-201, U3: L9: 217-221,</p>

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	<p>U4: L1: 236-237, U4: L6: 273-277, U4: L9: 293-296, U5: L1: 317-322, U5: L5: 347-353, U6: L10: 476, U7: L5: 42-47, U8: L1: 107-111, U8: L5: 136-141, U8: L10 178, U9: L10: 263-264, U9: L10: 267-268, U10: L5: 314-318, U11: L5: 400-404, U12: L5: 495-503, U12: L10: 551-552</p> <p>SE: U1: L3: 14-15, U2: L6: 65, U3: L1: 83, U3: L6: 104, U4: L6: 143, U5: L5: 175, U7: L5: 24, U8: L5: 79, U9: L10: 164-165, U10: L5: 194, U11: L5: 246, U12: L5: 305</p> <p>Level 2</p> <p>TE: U1: L1: 11-15, U1: L5: 39-40, U1: L8: 60-62, U1: L10: 76, U2: L5: 119-120, U2: L10: 155, U3: L3: 186-190, U3: L5: 203-205, U3: L10: 271-272, U4: L5: 314-315, U4: L7: 330-334, U4: L10: 351-357, U5: L1: 360-362, U5: L5: 401-402, U5: L10: 440-441, U6: L5: 483-484, U7: L5: 41, U7: L10: 77, U8: L5: 125-128, U8: L10: 184-185, U9: L5: 229-230, U9: L10: 272-273, U10: L5: 315-316, U10: L10: 361-362, U11: L5: 407, U11: L10: 447, U12: L5: 494-495, U12: L10: 534-535</p> <p>SE: U1: L1: 3-6, U1: L5: 1, U1: L8: 19, 26, U2: L5: 49, U2: L10: 57, 67, U3: L3: 66, 89, U3: L5: 71, 89, U3: L10: 99, 124, U4: L5: 146, 159, U4: L7: 175, U4: L10: 184-187, U5: L1: 189, U5: L5: 189, 201, U5: L10: 210, 218, U6: L5: 229, 243, U7: L5: 1, 16, U7: L10: 23, 30, U8: L5: 39, 55, U8: L10: 69, 90, U9: L5: 111, 126-128, U9: L10: 137, 204, U10: L5: 243, 257, U10: L7: 268, 276, U11: L5: 289, 305, U11: L10: 317, 327, U12: L5: 339, 358, U12: L10: 369, 378</p>
(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.	<p>Level 1</p> <p>TE: U1: L1: 4-5, 11-13, U1: L3: 27-30, U1: L6: 44-48, L9: 64-67, U2: L3: 104-105, U2: L6: 122-127, U3: L1: 158-160, U3: L6: 197-201, U3: L9: 217-221, U4: L1: 236-237, U4: L6: 273-277, U4: L9: 293-296, U5: L1: 317-322, U5: L5: 347-353, U6: L10: 476, U7: L5: 42-47, U8: L1: 107-111, U8: L5: 136-141, U8: L10 178, U9: L10: 263-264, U9: L10: 267-268, U10: L5: 314-318, U11: L5: 400-404, U12: L5: 495-503, U12: L10: 551-552</p> <p>SE: U1: L3: 14-15, U2: L6: 65, U3: L1: 83, U3: L6: 104, U4: L6: 143, U5: L5: 175, U7: L5: 24, U8: L5: 79, U9: L10: 164-165, U10: L5: 194, U11: L5: 246, U12: L5: 305</p> <p>Level 2</p> <p>The following provide opportunities:</p> <p>TE: U6: L1: 444-445, 451-455, U6: L3: 467-471, U6: L4: 472-479, U6: L5: 483-484, U6: L6: 485-487, 492-501, U6: L7: 504-509, 510, U6: L8: 511-516, U6: L9: 517-529</p> <p>SE: U6: L1: 229, 230, 231-234, U6: L3: 243-245, U6: L4: 246-250, U6: L5: 229, 243, U6: L6: 252, 255-266, U6: L7: 267-268, U6: L8: 269-272, U6: L9: 253, 273-279</p>
(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	<p>This skill is addressed in Online Study Word Study</p> <p>Unit 1:</p>

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<p>(sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words;</p>	<p>Discuss the meaning of phonemes and graphemes; Blend, read, and spell words with: single-letter consonants m, l, s, t, p, f, c, n, b, r, j, v, and k, short vowels /ă/ and /ĭ/, CVC pattern; Map phonemes to graphemes; Sort real and nonsense words; Identify rhyming words; Spell isolated syllables; Hear and identify single-syllable words;</p> <p>Unit 2: Blend, read, and spell words with: single-letter consonants g, w, d, h, y, z, and x, short vowel /ŭ/, plural –s, letter combination –ck, CVC pattern; Map phonemes to graphemes; Sort words by meaning; Complete cloze sentences; Spell isolated syllables; Change onset for a rime; Hear and identify single-syllable words. Read decodable sentences; Dictate sentences.</p> <p>Unit 3: Blend, read, and spell words with: short vowel /oĥ/, verb marker-ing, consonant blends st, sm, sn, qu, sp, sl, and sk; Map phonemes to graphemes; Sort words by meaning; Complete cloze sentences; Spell isolated syllables; Hear and identify single-syllable words; Read decodable sentences; Dictate sentences.</p> <p>Unit 4: Blend, read, and spell words with: short vowel /eĥ/, verb marker-ed, doubled consonants -ll, -ss, -ff, and -zz; Map phonemes to graphemes; Sort words by meaning; Complete cloze sentences; Spell isolated syllables; Hear and identify single-syllable words; Read decodable sentences; Dictate sentences.</p> <p>Unit 5: Blend, read, and spell words with: long vowels /oĥ/ and /aĥ/, VCe pattern, long vowels /uĥ/ and /yuĥ/, digraph sh; Map phonemes to graphemes; Sort by letter pattern; Complete cloze sentences; Spell isolated syllables; Hear and identify single-syllable words; Read decodable sentences; Dictate sentences.</p> <p>Unit 6: Blend, read, and spell words with: long vowels /eĥ/ and /ĭĥ/, vowel teams ee and ea, blends bl, cl, fl, gl, and pl, digraph ch; Map phonemes to graphemes; Complete cloze sentences; Spell isolated syllables; Hear and identify single-syllable words; Read decodable sentences; Dictate sentences.</p> <p>Unit 7: Blend, read, and spell words with: r-controlled vowel /ar/, unvoiced /th/, diphthong oy; irregular verb forms: -ing, -ang, and -ung; Map phonemes to graphemes.</p> <p>Unit 8: Blend, read, and spell words with: blends br, cr, dr, fr, gr, pr, and tr, diphthong ow, voiced /th/, all letter pattern; Map phonemes to graphemes; Spell isolated syllables.</p> <p>Unit 9: Blend, read, and spell words with: r-controlled vowels /er/ and /or/, /uĥ/spelled oo, /oĥ/spelled ow, past-tense -ed with three sounds /d/, /t/, and /ed/; Map phonemes to graphemes; Change onset for a rime; Spell isolated syllables; Dictate sentences.</p> <p>Unit 10 Blend, read, and spell words with: digraph wh, vowel team aw, plural –es,</p>

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	<p>ink,ank,onk,and unk, blends nt, nd, and mp; Map phonemes to graphemes; Complete cloze sentences; Spell isolated syllables; Hear and identify single-syllable words; Read decodable sentences; Dictate sentences.</p> <p>Unit 11</p> <p>Blend, read, and spell words with: oo as in “book”, vowel teams ai, ay, oa, and ow, blends sw and tw; Map phonemes to graphemes; Complete cloze sentences; Spell isolated syllables; Hear and identify single-syllable words; Read decodable sentences; Dictate sentences.</p> <p>Unit 12</p> <p>Blend, read, and spell words with: soft c and g, blends with three consonants, silent -e that are not VCe; Map phonemes to graphemes; Sort by letter pattern; Complete cloze sentences; Spell isolated syllables; Hear and identify single-syllable words; Read decodable sentences; Dictate sentences.</p>
(B) recognize directionality of English reading such as left to right and top to bottom;	
(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials;	<p>Level 1</p> <p>TE: U1: L1: 6-9, U1: L2: 14-15, U1: L3: 21-24, U1: L5: 36-37, U1:L7: 51-52, U1: L10: 68-69, U2: L1: 82-85, U2: L2: 92-94, U2: L3: 100-102, U2: L5: 101-112, U2: L7: 130-133, U2: L10: 147-148, U3: L1: 161-164, U3: L2: 170-171, U3: L3: 177-179, U3: L5: 187-188, U3: L7: 205-208, U3: L10: 222-223, 228, U4: L1: 239-242, U4: L2: 247-248, U4: L3: 255-256, U4: L5: 264-265, U4: L7: 281-284, U4: L10: 297-298, U5: L1: 313-316, U5: L2: 323-324, U5: L3: 331-333, U5: L4: 346-347, U5: L6: 360-362, U5: L7: 366-367, U5: L9: 381-382, U5: L10: 389-390, U6: L1: 403-406, U7: L1: 7-10, U7: L6: 55-58, U7: L10: 87-88, U8: L1: 100-102, U8: L6: 149-150, U8: L6: 149-150, U9: L1 191-194, U9: L10: 262-263, U9: L10: 267-268, U10: L1: 279-282, U11: L6: 411-413, U11: L10: 436-437, U12: L1: 453-456, U12: L3: 474-478, U12: L6: 509-512, U12: L9: 542-543, U12: L10: 549-550, 553</p> <p>SE: U1: L1: 3-5, U1: L2: 6, U1: L5: 19, U1: L7: 25, U1: L10: 34, U2: L1: 42, U2: L2: 47-48, U2: L5: 60, U2: L7: 68-69, U2: L10: 78, U3: L1: 84, U3: L2: 88, U3: L3: 93, U3: L5: 100, U3: L7: 107-108, U3: L10: 117, U4: L1: 124, U4: L2: 127, U4: L3: 132, U4: L5: 139, U4: L7: 146-147, U4: L10: 155, 160, U5: L1: 162, U5: L2: 166, U5: L3: 172, U5: L6: 187-189, U5: L9: 203, U5: L10: 210, U6: L1: 216, U7: L1: 2, U7: L6: 29-31, U7: L10: 50, U8: L1: 58, U8: L6: 84, U9: L1 114, U9: L10: 161, U9: L10: 164-165, U10: L1: 172, U11: L6: 253-254, U11: L10: 270, U12: L1: 280, U12: L3: 295-296, U12: L6: 310-312, U12: L9: 330, U12: L10: 336-337</p> <p>Level 2</p> <p>TE: U1: L1: 7-10, U1: L2: 16-17, U1: L4: 31-36, U1: L5: 37-38, U1: L6: 41-51, U1: L7: 52-53, U1: L9: 63-68, U1: L10: 69-70, U2: L1: 82-85, U2: L2: 93-94, U2: L4: 109-115, U2: L5: 116-117, U2: L6: 124-131, U3: L1: 160-163, U3: L2: 175-178, U3: L4: 191-200, U3: L5: 201-202, U3: L6: 209-212, 213-230, U3: L7: 231, U3: L10: 264-265, U4: L1: 276-277, U4: L2: 289-290, U4: L5: 312-313, U4: L6: 319-327, U4: L7: 328-329, U4: L10: 349-350, U5: L1: 363-366, U5: L2: 373-374, U5: L4: 390-397, U5: L5: 398-399, U5: L6: 405-408, U5: L7: 413-414, U5: L10: 432-433, U6: L1: 447-450, U6: L2: 456-457, U6: L4: 472-</p>

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(D) use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text;	<p>Level 1</p> <p>TE: U1: L1: 7, U1: L2: 14, U1: L7: 52-53, U1: L8: 60, U1: L9: 64-66, 67, U2: L1: 83, U2: L2: 92, 94, U2: L7: 131-133, 135, U2: L8: 137-138, U3: L1: 162, U3: L2: 170, U3: L7: 206-208, U3: L8: 216, U3: L9: 220, U4: L1: 240, U4: L2: 247, U4: L7: 282-284, U4: L8: 289-290, U5: L1: 314, U5: L2: 323, U5: L9: 381-382, U6: L1: 404, U6: L2: 411, 412, U6: L9: 470-471, U7: L1: 8, U7: L2: 16, U7: L9: 79-80, U8: L1: 104, U8: L2: 112, 113, U8: L9: 170, U9: L1: 192, U9: L2: 200, U9: L8: 254, U9: L9: 258, U10: L1: 280, U10: L2: 288, 289, U10: L9: 342, U11: L1: 366, U11: L2: 375, 376, 380-381, U12: L1: 454, U12: L2: 466-468, U12: L7: 533</p> <p>SE: U1: L7: 25, U1: L8: 29, U1: L9: 33, U2: L2: 47, 48, U2: L7: 68, 71, U2: L8: 73, 74, U3: L2: 88, U3: L7: 107, 108, U3: L8: 115, U4: L1: 127, U4: L7: 146, 147, U4: L8: 151-152, U5: L2: 166, U5: L9: 203, U6: L2: 219, 220, U6: L9: 252, 253, U7: L2: 7, U7: L9: 43, U8: L2: 62, 63, U8: L9: 98, U9: L2: 119, U9: L8: 152, U9: L9: 155, U10: L2: 176, 177, U10: L1: 212, U11: L2: 228, 229, 232, 233, U12: L2: 289, 290, U12: L7: 324</p> <p>Level 2</p> <p>TE: U1: L1: 8-10, U1: L6: 45-47, U2: L1: 83-85, 91-92, U2: L6: 125-127, U3: L1: 161-164, U3: L5: 204, U3: L6: 210-212, U4: L1: 280-282, U4: L6: 320-322, U5: L1: 364-366, U5: L6: 406-408, U5: L7: 417-419, U5: L10: 436, U6: L1: 448-450, U6: L6: 489-491, U7: L1: 8-10, U7: L6: 46-48, U8: L1: 84-86, U8: L5: 125-127, U8: L6: 133-135, U9: L1: 192-194, U9: L6: 235-237, U10: L1: 280-282, U10: L6: 321-323, U11: L1: 369-371, U11: L6: 412-414, U12: L1: 456-458, U12: L6: 499-501</p> <p>SE: U2: L1: 40, U3: L5: 73, U5: L7: 216, 217, U5: L10: 226, U8: L5: 39</p>
(E) read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned;	<p>The following provides opportunity:</p> <p>Level 1</p> <p>TE: U1: L1: 11-13, U2: L1: 80-81, U2: L1: 86-91, U3: L1: 165-169, U3: L10: 226, U4: L1: 243-246, U4: L10: 301, U5: L1: 317-322, U5: L9: 388, U6: L1: 407-410, U6: L5: 445-446, U6: L7: 459-465, U7: L5: 51-52, U7: L7: 66-72, U9: L1 195-199, U9: L6: 236-240, U10: L1: 283-287, U10: L4: 308-309, U10:</p>

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(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;	<p>Level 1</p> <p>TE: U1: L1: 6-9, U2: L1 82-85, U3: L1: 161-164, U4: L1: 239-242, U5: L1: 313-316, U6: L1: 403-406</p> <p>SE: U1: L1: 3, U2: L1 42, U3: L1: 84, U4: L1: 124, U5: L1: 162, U6: L1: 216</p>
(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;	<p>Level 1</p> <p>TE: U1: L1: 10-11 U1: L5: 39-40, U1: L7: 53-55, U1: L8: 61-63, U1: L9: 64-67, U1: L10: 71, 76-77, U2: L5: 112-120, U2: L7: 135, U2: L8: 138-144, U2: L9: 143-146, U3: L5: 189-195, U3: L8: 212-216, U3: L9: 217-221, U4: L1: 243-246, U4: L5: 265-270, U4: L8: 289-293, U5: L7: 366-373, U5: L8: 375, U5: L10: 391, U6: L3: 422-426, U6: L4: 431-</p>

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(H) read silently with increasing ease and comprehension for longer periods;	<p>The following provides opportunity:</p> <p>Level 1</p> <p>TE: U1: L1: 11-13, U2: L1: 80-81, U2: L1: 86-91, U3: L1: 165-169, U3: L10: 226, U4: L1: 243-246, U4: L10: 301, U5: L1: 317-322, U5: L9: 388, U6: L1: 407-410, U6: L5: 445-446, U6: L7: 459-465, U7: L5: 51-52, U7: L7: 66-72, U9: L1 195-199, U9: L6: 236-240, U10: L1: 283-287, U10: L4: 308-309, U10: L7: 329-335, U10: L9: 349-350, U11: L1: 369-374, U11: L2: 380-381, U11: L4: 395-398, U12: L1: 457-465, U12: L4: 489-493, U12: L6: 514-515</p> <p>SE: : U1: L1: 4-5, U2: L1: 43-46, U3: L1: 85-87, U3: L10: 118, U4: L1: 125-126, U4: L10: 156, U5: L1: 163-165, U5: L9: 209, U6: L1: 217-218, U6: L5: 239, U6: L7: 246-247, U7: L5: 27-28, U8: L1: 59-61, U9: L1 115-118, U9: L6: 141-142, U10: L1: 173-175, U10: L4: 192, U10: L7: 203-205, U10: L9: 216-217, U11: L2: 232-233, U11: L4: 243-245, U12: L1: 281-288, U12: L4: 302-304, U12: L6: 314-315</p> <p>Level 2</p> <p>TE: U1: L1: 11-15, U1: L3: 26-30, U1: L4: 31-36, U2: L1: 86-92, U2: L3: 105-108, U2: L4: 109-115, U2: L6: 121-131, U2: L8: 140-144, U2: L9: 145-149, U3: L1: 158-174, U3: L3: 186-190, U3: L4: 191-200, U3: L6: 206-208, 213-230, U3: L7: 235-241, U3: L8: 242-247, U3: L9: 248-263, U4: L1: 276-278, 283-288, U4: L3: 298-304, U4: L4: 305-311, U4: L6: 316-318, 323-327, U4: L7: 330-334, U4: L8: 337-341, U4: L9: 342-348, U5: L1: 360-362, 367-372, U5: L4: 390-397, U7: L1: 4-6, 11-16, U7: L3: 25-30, U7: L4: 31-37, U8: L1: 80-82, 87-96, U8: L1: 80-82, 87-96, U8: L3: 105-109, U8: L4: 110-121, U8: L6: 129-131, 136-148, U8: L7: 149-150, U8: L7: 151-155, U8: L9: 161-176, U9: L6: 231-233, 238, U9: L8: 247-252, U9: L9: 252-263, U11: L1: 366-367, 372-379, U11: L3: 390-393, U11: L4: 394-403, U11: L6: 409-410, 415-420, U11: L7: 423-426, U11: L8: 428-432, U11: L9: 433-439, U12: L1: 452-454, 459-466, U12: L3: 477-480, U12: L4: 481-490, U12: L6: 496-497, 502-506, U12: L8: 513-517, U12: L9: 518-524</p> <p>SE: U1: L1: 3-6, U2: L1: 37-40, U2: L3: 42-49, U2: L4: 50-54, U2: L6: 57-60, 62, U2: L8: 59, 66-67, U2: L9: 68-69, U3: L1: 71-81, U3: L3: 66, 89, U3: L4:</p>

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	<p>90-96, U3: L6: 99, 101-117, U3: L7: 121-123, U3: L8: 124-125, U3: L9: 126-139, U4: L1: 145, 147-152, U4: L3: 66, 159-160, U4: L4: 161-165, U4: L6: 167, 169-173, U4: L7: 66, 174-175, U4: L7: 177-178, U4: L9: 179-183, U5: L1: 189, 191-196, U5: L4: 203-208, U7: L1: 1-3, 5-9, U7: L3: 14-17, U7: L4: 18-21, U8: L1: 39, 41-50, U8: L1: 39, 41-50, U8: L3: 55-57, U8: L4: 58-67, U8: L6: 69, 71-87, U8: L7: 88-89, U8: L9: 93-105, U9: L6: 137, 139-199, U9: L8: 204-206, U9: L9: 209-237, U11: L1: 289, 291-298, U11: L3: 305-306, U11: L4: 307-314, U11: L6: 317, 319-323, U11: L7: 325, U11: L8: 327-329, U11: L9: 330-334, U12: L1: 339, 341-349, U12: L3: 358-359, U12: L4: 360-367, U12: L6: 369, 371-375, U12: L8: 378-380, U12: L9: 381-385</p>
(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;	<p>Level 1 TE: U7: L6: 60-63, L5: 223-227, U9: L10: 263-264, U12: L7: 516-533, U12: L10: 551-552 SE: L5: 134, U12: L7: 316-324</p> <p>Level 2 TE: U2: L1: 80-81 (P.O.), U2: L1: 86-92, U2: L6: 121-131, U3: L1: 158, 164-174, U3: L3: 186-190, U3: L5: 203-205, U3: L6: 206-208, 213-230, U3: L8: 242-247, U3: L9: 248-263, U4: L3: 298-304, U4: L7: 330-334, U7: L1: 4-6, 11-16, U7: L3: 25-30, U8: L5: 125-128, U8: L6: 129-131, 136-148, U8: L7: 151-155, U8: L8: 156-160, U8: L10: 184-185, U9: L9: 252-263, U11: L9: 433-439 SE: U2: L10: 35 (P.O.), U2: L1: 37-40, U3: L1: 71, 73-81, U3: L3: 66, 89, U3: L5: 71, 89, U3: L6: 99, 101-117, U3: L8: 124-125, U3: L9: 126-139, U4: L3: 66, 159-160, U4: L7: 66, 174-175, U7: L1: 1-3, 5-9, U7: L3: 14-17, U8: L5: 39, 55, U8: L6: 69, 71-87, U8: L7: 88-89, U8: L8: 15, 90-92, U8: L10: 69, 90, U9: L9: 209-237, U11: L9: 330-334</p>
(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; and	<p>Level 1 TE: U1: L1: 86-91, U1: L8: 61-63, U1: L9: 64-67, U1: L10: 71, U2: L1: 86-91, U2: L5: 112-120, U2: L8: 138-142, U3: L1: 165-169, U3: L5: 189-195, U3: L6: 202-204, U3: L8: 212-215, U4: L1: 243-246, U4: L5: 265-270, U4: L6: 278-280, U4: L8: 289-292, U5: L1: 317-322, U5: L4: 343-345, U5: L7: 366-373, U6: L1: 407-410, U6: L3: 422-426, U6: L4: 431-434, U6: L7: 459-465, U7: L1: 11-15, U7: L3: 29-33, U7: L4: 38-40, U7: L5: 48-50, U7: L6: 60-63, 65, U7: L7: 66-72, U7: L10: 91, U8: L1: 107-111, U8: L3: 123-127, U8: L4: 131-134, U8: L6: 152-156, U8: L7: 157-163, U9: L1 195-199, U9: L3: 210-214, U9: L5: 223-227, U9: L5: 228-230, U9: L7: 241-246, U9: L10: 263-264, U10: L1: 283-287, U10: L4: 308-312, U10: L5: 319-321, U10: L7: 329-335, U11: L1: 369-374, U11: L3: 386-391, U11: L4: 395-398, U11: L7: 418-424, U12: L1: 457-465, U12: L3: 479-483, U12: L4: 489-493, U12: L5: 495-503, U12: L7: 516-533 SE: U1: L8: 30-31, U1: L9: 33, U1: L10: 35, 40, U2: L5: 61-63, U2: L8: 75-76, U3: L5: 101-103, U3: L6: 105-106, U3: L8: 112-115, U4: L5: 140-141, U4: L6: 144-145, U4: L8: 151-152, U5: L4: 180-181, U5: L7: 191-194, U6: L3: 228-229, U6: L4: 233-234, U6: L7: 246-247, U7: L1: 1, U7: L3: 16-18, U7: L4: 22-23, U7: L5: 25-26, U7: L6: 35, U7: L7: 36-38, U7: L10: 51, U8: L3: 72-73, U8: L4: 77-78, U8: L6: 87-88, U8: L7: 91-93, U9: L1 115-118, U9: L3: 127-128, U9: L5: 134, U9: L5: 135-137, U9: L7: 144-145, U10: L1: 173-175, U10: L4: 192-193, U10: L5: 195-196, U10: L7: 203-205, U11: L1: 225-227, U11: L3: 237-239, U11: L4: 243-245, U11: L7: 258-260, U12: L3: 297-298, U12: L4: 302-304, U12: L5: 305, U12: L7: 316-324</p>

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	<p>Level 2</p> <p>TE: U1: L3: 26-30, L4: 31-36, U1: L6: 41-51, U1: L8: 60-62, U1: L9: 63-68, U1: L10: 70-75, U2: L3: 105-108, U2: L4: 109-115, U2: L6: 121-131, U2: L8: 140-144, U3: L3: 186-190, U3: L4: 191-200, U3: L5: 203-205, U3: L6: 206-208, 213-230, U3: L7: 235-241, U3: L8: 242-247, U3: L9: 248-263, U4: L1: 276-278, 283-288, U4: L3: 298-304, U4: L4: 305-311, U4: L6: 316-318, 323-327, U4: L7: 330-334, U4: L8: 337-341, U4: L9: 342-348, U5: L4: 390-397, U5: L5: 401-402, U7: L1: 4-6, 11-16, U7: L3: 25-30, U7: L4: 31-37, U8: L1: 80-82, 87-96, U8: L3: 105-109, U8: L4: 110-121, U8: L6: 129-131, 136-148, U8: L7: 151-155, U8: L8: 156-160, U8: L9: 161-176, U8: L10: 184-185, U9: L6: 231-233, 238, U9: L7: 242-246, U9: L8: 247-252, U9: L9: 252-263, U9: L10: 272-273, U11: L1: 366-367, 372-379, U11: L3: 390-393, U11: L4: 394-403, U11: L5: 407-408, U11: L6: 409-410, 415-420, U11: L7: 423-426, U11: L8: 428-432, U11: L9: 433-439, U11: L10: 447, U12: L1: 452-454, 459-466, U12: L3: 477-480, U12: L4: 481-490, U12: L5: 494-495, U12: L6: 496-497, 502-506, U12: L7: 509-512, U12: L8: 513-517, U12: L9: 518-524, U12: L10: 534-535</p> <p>SE: U1: L3: 3-6, U1: L4: 12-15, U1: L6: 17-21, U2: L3: 42-49, U2: L4: 50-54, U2: L6: 57-60, 62, U2: L8: 59, 66-67, U3: L3: 66, 89, U3: L4: 90-96, U3: L5: 71, 89, U3: L6: 99, 101-117, U3: L7: 121-123, U3: L8: 124-125, U3: L9: 126-139, U4: L3: 66, 159-160, U4: L4: 161-165, U4: L6: 167, 169-173, U4: L7: 66, 174-175, U4: L7: 177-178, U4: L9: 179-183, U5: L4: 203-208, U5: L5: 189, 201, U7: L1: 1-3, 5-9, U7: L3: 14-17, U7: L4: 18-21, U8: L1: 39, 41-50, U8: L3: 55-57, U8: L4: 58-67, U8: L6: 69, 71-87, U8: L7: 88-89, U8: L8: 15, 90-92, U8: L9: 93-105, U8: L10: 69, 90, U9: L6: 137, 139-199, U9: L7: 14, 202-203, U9: L8: 204-206, U9: L9: 209-237, U9: L10: 137, 204, U11: L1: 289, 291-298, U11: L3: 305-306, U11: L4: 307-314, U11: L5: 289, 305, U11: L6: 317, 319-323, U11: L7: 325, U11: L8: 327-329, U11: L9: 330-334, U11: L10: 317, 327, U12: L1: 339, 341-349, U12: L3: 358-359, U12: L4: 360-367, U12: L5: 339, 358, U12: L6: 369, 371-375, U12: L7: 376-377, U12: L8: 378-380, U12: L9: 381-385, U12: L10: 369, 378</p>
(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.	<p>Level 1</p> <p>TE: U1: L9: 64-67, U2: L7: 133-135, U2: L9: 143-146, U3: L9: 217-221, U4: L9: 293-296, U5: L8: 374-379, U7: L8: 73-77, U8: L8: 164-168, U10: L8: 336-340, U11: L8: 425-428</p> <p>SE: U2: L7: 70-71, U2: L9: 77, U3: L9: 115-116, U4: L9: 153-154, U5: L8: 195-201, U7: L8: 39-41, U8: L8: 94-96, U10: L8: 206-210, U11: L8: 261-264</p> <p>Level 2</p> <p>TE: U1: L10: 70-75, U3: L10: 264-270, U4: L10: 351-356, U5: L10: 434-439, U6: L7: 510, U6: L10: 530-531, U8: L10: 179-183, U11: L10: 442-446, U12: L5: 493</p> <p>SE: U1: L10: 30-34, U3: L10: 30, 140-143, U4: L10: 184-187, U5: L10: 30, 225-228, 371, U6: L10: 253, 273-279, U8: L10: 35, 106-109, 553, U11: L10: 335-337, U12: L5: 368</p>
(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	

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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;	<p>This skill is addressed in Online Study Word Study</p> <p>Unit 1: Discuss the meaning of phonemes and graphemes; Blend, read, and spell words with: single-letter consonants m, l, s, t, p, f, c, n, b, r, j, v, and k, short vowels /ă/ and /ĭ/, CVC pattern; Map phonemes to graphemes; Sort real and nonsense words; Identify rhyming words; Spell isolated syllables; Hear and identify single-syllable words;</p> <p>Unit 2: Blend, read, and spell words with: single-letter consonants g, w, d, h, y, z, and x, short vowel /ŭ/, plural –s, letter combination –ck, CVC pattern; Map phonemes to graphemes; Sort words by meaning; Complete cloze sentences; Spell isolated syllables; Change onset for a rime; Hear and identify single-syllable words. Read decodable sentences; Dictate sentences.</p> <p>Unit 3: Blend, read, and spell words with: short vowel /ō/, verb marker-ing, consonant blends st, sm, sn, qu, sp, sl, and sk; Map phonemes to graphemes; Sort words by meaning; Complete cloze sentences; Spell isolated syllables; Hear and identify single-syllable words; Read decodable sentences; Dictate sentences.</p> <p>Unit 4: Blend, read, and spell words with: short vowel /ē/, verb marker-ed, doubled consonants -ll, -ss, -ff, and -zz; Map phonemes to graphemes; Sort words by meaning; Complete cloze sentences; Spell isolated syllables; Hear and identify single-syllable words; Read decodable sentences; Dictate sentences.</p> <p>Unit 5: Blend, read, and spell words with: long vowels /ō/ and /ā/, VCe pattern, long vowels /u/ and /yu/, digraph sh; Map phonemes to graphemes; Sort by letter pattern; Complete cloze sentences; Spell isolated syllables; Hear and identify single-syllable words; Read decodable sentences; Dictate sentences.</p> <p>Unit 6: Blend, read, and spell words with: long vowels /ē/ and /ĭ/, vowel teams ee and ea, blends bl, cl, fl, gl, and pl, digraph ch; Map phonemes to graphemes; Complete cloze sentences; Spell isolated syllables; Hear and identify single-syllable words; Read decodable sentences; Dictate sentences.</p> <p>Unit 7: Blend, read, and spell words with: r-controlled vowel /ar/, unvoiced /th/, diphthong oy; irregular verb forms: -ing, -ang, and -ung; Map phonemes to graphemes.</p> <p>Unit 8: Blend, read, and spell words with: blends br, cr, dr, fr, gr, pr, and tr, diphthong ow, voiced /th/, all letter pattern; Map phonemes to graphemes; Spell isolated syllables.</p> <p>Unit 9: Blend, read, and spell words with: r-controlled vowels /er/ and /or/,</p>

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	<p>/u/ spelled oo, /o/ spelled ow, past-tense -ed with three sounds /d/, /t/, and /ed/; Map phonemes to graphemes; Change onset for a rime; Spell isolated syllables; Dictate sentences.</p> <p>Unit 10</p> <p>Blend, read, and spell words with: digraph wh, vowel team aw, plural –es, ink, ank, onk, and unk, blends nt, nd, and mp; Map phonemes to graphemes; Complete cloze sentences; Spell isolated syllables; Hear and identify single-syllable words; Read decodable sentences; Dictate sentences.</p> <p>Unit 11</p> <p>Blend, read, and spell words with: oo as in “book”, vowel teams ai, ay, oa, and ow, blends sw and tw; Map phonemes to graphemes; Complete cloze sentences; Spell isolated syllables; Hear and identify single-syllable words; Read decodable sentences; Dictate sentences.</p> <p>Unit 12</p> <p>Blend, read, and spell words with: soft c and g, blends with three consonants, silent -e that are not VCe; Map phonemes to graphemes; Sort by letter pattern; Complete cloze sentences; Spell isolated syllables; Hear and identify single-syllable words; Read decodable sentences; Dictate sentences.</p>
(B) write using newly acquired basic vocabulary and content-based grade-level vocabulary;	<p>Level 1</p> <p>TE: U1: L1: 6-9, U1: L2: 14-15, U1: L3: 21-24, U1: L5: 36-37, U1: L7: 51-52, U1: L10: 68-69, U2: L1: 82-85, U2: L2: 92-94, U2: L5: 111-112, U2: L7: 130-133, U2: L10: 147-148, U3: L1: 161-164, U3: L2: 170-171, U3: L3: 177-179, U3: L5: 187-188, U3: L7: 205-208, U4: L1: 239-242, U4: L2: 247-248, U4: L3: 255-256, U4: L5: 264-265, U4: L7: 281-284, U4: L10: 297-298, U5: L1: 313-316, U5: L2: 323-324, U5: L3: 331-333, U5: L6: 360-362, U5: L10: 389-390, U6: L1: 403-406, U6: L2: 411-412, U6: L6: 449-450, U6: L10: 474-475, U7: L1: 7-10, U7: L2: 16-17, U7: L6: 55-58, U7: L10: 87-88, 90, U8: L1: 100-102, U8: L2: 112-113, U8: L6: 149-150, U8: L10: 176-177, U9: L1: 191-194, U9: L2: 200-201, U9: L6: 233-236, U10: L1: 279-282, U10: L2: 288-290, U10: L6: 324-326, U10: L10: 351-352, U11: L2: 375-377, U11: L3: 383-386, U11: L6: 411-413, U11: L9: 430-431, U11: L10: 436-437, U12: L2: 466-468, U12: L3: 474-478, U12: L6: 509-512, U12: L9: 542-543, U12: L10: 549-550</p> <p>SE: U1: L1: 3-5, U1: L2: 6, U1: L3: 11, U1: L5: 19, U1: L7: 25, U1: L10: 34, U2: L1: 42, U2: L2: 47-48, U2: L5: 60, U2: L7: 68-69, U2: L10: 78, U3: L1: 84, U3: L2: 88, U3: L5: 100, U3: L7: 108, U4: L1: 124, U4: L2: 127, U4: L3: 132, U4: L5: 139, U4: L7: 147, U4: L10: 155, 160, U5: L1: 162, U5: L2: 166, U5: L3: 172, U5: L6: 187-189, U5: L10: 210, U6: L1: 216, U6: L2: 219-220, U6: L6: 241-243, U6: L10: 256, U7: L1: 2, U7: L2: 7, U7: L6: 29-31, U7: L10: 50, U8: L1: 58, U8: L2: 62-63, U8: L6: 84-85, U8: L10: 106, U9: L1: 114, U9: L2: 119, U9: L6: 139-140, U10: L1: 172, U10: L2: 176-177, U10: L6: 198-199, U10: L10: 218, U11: L2: 228-229, U11: L3: 236, U11: L6: 252, U11: L9: 266, U11: L10: 270, U12: L2: 289-290, U12: L3: 295-296, U12: L6: 310-312, U12: L9: 330, U12: L10: 337</p> <p>Word Training: U2: L5, U2: L6, U2: L7, U2: L8, U3: L9, U3: L10, U3: L11, U3: L12, U4: L13, U4: L14, U4: L15, U4: L16, U5: L17, U5: L18, U5: L19, U5: L20, U6: L21, U6: L22, U6: L23, U6: L24, U7: L25, U7: L26, U7: L27, U7: L28, U8: L29, U8: L30, U8: L31, U8: L32, U9: L33, U9: L34, U9: L35, U9: L36, U10: L37, U10: L38, U10: L39, U10: L40, U11: L41, U11: L42, U11: L43,</p>

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	<p>U12: L44, U12: L45, U12: L46</p> <p>Level 2 TE: U1: L1: 7-10, U1: L2: 16-17, U1: L4: 31-36, U1: L5: 37-38, U1: L6: 44-47, U1: L7: 52-53, U1: L9: 63-68, U1: L10: 69-70, U2: L1: 82-85, U2: L2: 93-94, SE: U1: L1: 2, U1: L4: 12-15, U1: L6: 18, U1: L7: 18, U1: L9: 27-29, U2: L1: 36</p>
(C) spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired;	<p>Level 1 TE: U5: L6: 358-359, U6: L6: 447-448, U7: L6: 53-54, U8: L6: 147-148, U9: L6: 231-232, U10: L6: 322-323, U11: L6: 409-410, U12: L6: 507-508 SE: U5: L6: 186, U6: L6: 240, U7: L6: 28, U8: L6: 83, U9: L6: 138, U10: L6: 197, U11: L6: 251, U12: L6: 309 Word Training: U4: L13, U4: L14, U4: L15, U4: L16, U5: L17, U5: L18, U5: L19, U5: L20, U6: L21, U6: L22, U6: L23, U6: L24, U7: L25, U7: L26, U7: L27, U7: L28, U8: L29, U8: L30, U8: L31, U8: L32, U9: L33, U9: L34, U9: L35, U9: L36, U10: L37, U10: L38, U10: L39, U10: L40, U11: L41, U11: L42, U11: L43, U12: L44, U12: L45, U12: L46</p> <p>Level 2 TE: U1: L2: 23, U2: L10: 154, U3: L10: 265, U4: L2: 292, U4: L10: 351, U5: L2: 381, 382, U5: L10: 434, U7: L10: 73, SE: U3: L10: 30, U5: L2: 199, U7: L10: 35</p>
(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;	<p>Level 1 TE: U4: L2: 252-253, U4: L5: 271-272, U4: L9: 293-296, U5: L2: 329, U5: L5: 354-357, U5: L8: 374-379, U6: L2: 415-416, U6: L5: 442-444, U6: L6: 451, U6: L8: 466-469, U7: L8: 73-77, L9: 80-81, U8: L6: 151, U8: L8: 164-168, U8: L9: 174, U9: L9: 261, U10: L8: 336-340, U11: L8: 425-428, U11: L9: 432-435, U12: L8: 534-540, U12: L9: 547-548 SE: U4: L2: 130, U4: L5: 142, U4: L9: 153-154, U5: L5: 182-186, U5: L8: 195-201, U6: L2: 223, U6: L5: 236-238, U6: L6: 244, U6: L8: 248-251, U7: L8: 39-41, L9: 44-45, U8: L6: 86, U8: L8: 94-96, U8: L9: 102-103, U9: L8: 147-153, U9: L9: 159, U10: L8: 206-210, U11: L8: 261-264, U11: L9: 268-269, U12: L8: 325-328, U12: L9: 334-335</p> <p>Level 2 131,</p>
(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;	<p>Level 1 TE: U1: L3: 25-27, U1: L4: 32, U1: L8: 59-60, U1: L10: 72-75, U2: L2: 96-98, U2: L3: 102-103, U2: L4: 107-108, U2: L5: 120-121, U2: L8: 137-138, U2: L10: 149, U3: L3: 179-181, U3: L4: 184, U3: L7: 208-210, U3: L10: 230-231, U4: L2: 249-251, U4: L3: 257, U4: L4: 261, U4: L7: 285-287, U4: L10: 299, 305, U5: L2: 325-328, U5: L3: 333-334, U5: L4: 341, U5: L5: 347-353, U5: L9: 382-387, U5: L10: 392-393, 395-397, U6: L2: 413-415, U6: L3: 420-421, U6: L4: 428, U6: L9: 472-473, U6: L10: 477, 480-483, U7: L2: 18-19, U7: L3: 27-28, U7: L4: 35, U7: L9: 81-86, U7: L10: 93-97, U8: L2: 114-116, U8: L3: 121-123, U8: L4: 129-130, U8: L9: 171-173, U8: L10: 179, U8: L10: 184-185, U9: L2: 202, U9: L3: 209-210, U9: L4: 216, U9: L9: 259-260, U9: L10: 265,</p>

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	<p>U9: L10: 272-273, U10: L2: 290-292, U10: L3: 299-300, U10: L4: 307-308, U10: L9: 343-349, U10: L10: 357-358, U11: L2: 377-380, U11: L4: 393, U11: L9: 432-433, U11: L10: 439, U11: L10: 445-446, U12: L2: 469-472, U12: L4: 485-487, U12: L9: 543-545, U12: L10: 555-556</p> <p>SE: U1: L3: 12-13, U1: L8: 29, U1: L10: 36-37, 39, U2: L2: 50, U2: L3: 53-54, U2: L4: 57-58, U2: L5: 64, U2: L10: 79, U3: L2: 89, U3: L3: 94, U3: L4: 97, U3: L7: 109-110, U3: L10: 120-121, U4: L2: 128-129, U4: L3: 133, U4: L7: 148-149, U4: L10: 159, U5: L2: 167-169, U5: L3: 173-174, U5: L4: 179, U5: L9: 204-208, U5: L10: 211, 213-214, U6: L2: 221-222, U6: L3: 226-227, U6: L4: 231, U6: L9: 254-255, U6: L10: 260-262, U7: L2: 8-9, U7: L3: 15, U7: L4: 20, U7: L9: 46-49, U7: L10: 53-56, U8: L2: 64-66, U8: L3: 70-71, U8: L4: 75, U8: L9: 99-101, U8: L10: 107, U8: L10: 111, U9: L2: 120, U9: L3: 125-126, U9: L4: 131, U9: L9: 156-158, U9: L10: 162, U9: L10: 169-170, U10: L2: 178-180, U10: L3: 186, U10: L4: 190, U10: L9: 213-215, U10: L10: 220-221, U11: L2: 230-231, U11: L4: 241, U11: L9: 267, U11: L10: 271, U11: L10: 277-278, U12: L2: 291-293, U12: L4: 300, U12: L9: 331, U12: L10: 338-339</p> <p>Level 2</p> <p>TE: U1: L2: 17-21, U1: L2: 22-25, U1: L4: 31-36, U1: L7: 52-59, U2: L2: 95-104, U2: L7: 134-136, U3: L2: 178-185, U3: L4: 191-200, U3: L7: 232-234, U3: L9: 248-263, U4: L2: 291-290, 295-297, U4: L7: 335-336, U4: L9: 342-348, U4: L10: 351-356, U5: L2: 375-380, U5: L4: 390-397, U6: L2: 458-464, 464-466, U6: L4: 472-479, U7: L2: 19-21, 22-24, U7: L4: 31-37, U8: L2: 98-102, 103-104, U8: L9: 161-176, U9: L2: 203-210, U9: L4: 216-225, U10: L2: 292-297, U10: L4: 302-311, U11: L2: 382-385, U11: L4: 394-403, U11: L9: 433-439, U12: L2: 469-473, U12: L4: 481-490, U12: L9: 518-524</p> <p>SE: U1: L2: 7-8, U1: L2: 9-10, U1: L4: 12-15, U1: L7: 18, 22-25, U2: L2: 42-48, U2: L7: 63-64, U3: L2: 83-88, U3: L4: 90-96, U3: L7: 119-120, U3: L9: 126-139, U4: L2: 154-156, 157-158, U4: L7: 176, U4: L9: 179-183, U4: L10: 184-187, U5: L2: 197-198, U5: L4: 203-208, U6: L2: 235-240, 241-242, U6: L4: 246-250, U7: L2: 10-11, 12-13, U7: L4: 18-21, U8: L2: 51-53, 54, U8: L9: 93-105, U9: L2: 121-123, 124-125, U9: L4: 14, 129-135, U10: L2: 253-255, 256, U10: L4: 260-265, U11: L2: 299-301, U11: L4: 307-314, U11: L9: 330-334, U12: L2: 350-354, U12: L4: 360-367, U12: L9: 381-385</p>
(ii) using possessive case (apostrophe s) correctly; and	<p>Level 1</p> <p>TE: U10: L2: 290–292, U11: L2: 378-379 SE: U10: L2: 178-179, U11: L2: 230-231</p> <p>Level 2</p> <p>TE: U1: L7: 53–55, U2: L2: 96, 98, U2: L7: 135, 136, U4: L9: 345, U4: L10: 356, U5: L4: 395, U5: L10: 439, U6: L10: 538, U8: L2: 98–99, U10: L9: 346 SE: U1: L7: 22, U2: L2: 43, 44, U2: L7: 64, U4: L9: 180, U4: L10: 187, U5: L4: 206, U5: L10: 228, U6: L10: 284, U8: L2: 51, U10: L9: 279</p>
(iii) using negatives and contractions correctly;	<p>Level 2</p> <p>TE: U2: L9: 147, U3: L4: 193, 195, U5: L4: 393, U6: L10: 538, U8: L2: 98–99, U9: L2: 205, U12: L2: 473, 475, U12: L4: 487, 490 SE: U2: L9: 68, U3: L4: 90, 92, U5: L4: 204, U6: L10: 284, U8: L2: 51, U12: L2: 354, 357, U12: L4: 364, 367</p>
(F) write using a variety of grade-	Level 1

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appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired; and	<p>TE: U1: L6: 49-50, U3: L5: 195-196, U4: L5: 271-272, U4: L10: 157, U5: L3: 335-339, U5: L5: 354-357, U5: L6: 363, U6: L2: 415-416, U6: L6: 451, U8: L2: 116, U8: L3: 121-123, U8: L6: 151, U9: L7: 247-248, U10: L6: 327, U11: L6: 414, U11: L10: 439, U12: L6: 513</p> <p>SE: U1: U1: L5: 22, L6: 23, U4: L5: 142, U4: L10: 303, U5: L3: 175-177, U5: L5: 182-186, U5: L6: 190, U6: L2: 223, U6: L6: 244, U8: L2: 66, U8: L3: 70-71, U8: L6: 86, U9: L7: 146, U10: L6: 200-201, U11: L6: 255, U11: L10: 271, U12: L6: 313</p> <p>Level 2</p> <p>TE: U1: L2: 22-25, U1: L7: 52-59, U2: L2: 104, U2: L7: 134-136, U3: L2: 178-185, U3: L7: 232-234, U4: L2: 291-290, 295-297, U4: L9: 342-348, U4: L10: 351-356, U5: L2: 381-383, U6: L2: 458-464, 464-466, U7: L2: 19-21, 22-24, U8: L2: 98-102, 103-104, U9: L2: 203-210, U10: L2: 292-297, U11: L2: 386-389, U12: L2: 474-476, U12: L2: 355-357</p> <p>SE: U1: L2: 9-10, U1: L7: 22-25, U2: L2: 48, U2: L7: 63-64, U3: L2: 83-88, U3: L7: 119-120, U4: L2: 154-156, 157-158, U4: L9: 179-183, U4: L10: 184-187, U5: L2: 199-200, U6: L2: 235-240, 241-242, U7: L2: 10-11, 12-13, U8: L2: 51-53, 54, U9: L2: 121-123, 124-125, U10: L2: 253-255, 256, U11: L2: 302-404, U12: L2: 355-357</p>
(G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.	<p>Level 1</p> <p>TE: U1: L6: 49-50, U1: L7: 56-57, U1: L9: 64-67, U2: L3: 104-105, U2: L7: 133-135, U2: L9: 143-146, U3: L2: 174-175, U3: L9: 217-221, U4: L2: 252-253, U4: L5: 271-272, U4: L6: 278-280, U4: L9: 293-296, U5: L2: 329, U5: L5: 354-357, U5: L8: 374-379, U6: L2: 415-416, U6: L5: 442-444, U6: L6: 451, U6: L8: 466-469, U7: L5: 48-50, U7: L8: 73-77, L9: 80-81, U8: L5: 142-144, U8: L8: 164-168, U9: L5: 228-230, U9: L7: 247-248, U9: L8: 249-256, U10: L5: 314-321, U10: L6: 327, U10: L8: 336-340, U11: L8: 425-428, U12: L5: 503-506, U12: L8: 534-540, U12: L9: 547-548</p> <p>SE: U1: L7: 27, U2: L3: 55, U2: L7: 70-71, U2: L9: 77, U3: L2: 91, U4: L2: 130, U4: L5: 142, U4: L6: 144-145, U4: L9: 153-154, U5: L2: 170, U5: L5: 182-186, U5: L8: 195-201, U6: L2: 223, U6: L5: 236-238, U6: L6: 244, U6: L8: 248-251, U7: L5: 25-26, U7: L8: 39-41, L9: 44-45, U8: L5: 80-81, U8: L8: 94-96, U9: L5: 135-137, U9: L7: 146, U9: L8: 147-153, U10: L5: 194-196, U10: L6: 200-201, U10: L8: 206-210, U11: L8: 261-264, U12: L5: 306-308, U12: L8: 325-328, U12: L9: 334-335</p> <p>Level 2</p> <p>TE: U1: L2: 22-25, U1: L3: 26-30, U1: L5: 38-39, U1: L7: 57-59, U1: L8: 60-62, U1: L10: 70-75, U2: L3: 105-108, U2: L5: 117-119, U2: L8: 140-144, U2: L10: 151-154, U3: L3: 186-190, U3: L5: 202-205, U3: L7: 232-234, U3: L8: 242-247, U3: L10: 264-270, U4: L3: 298-304, U4: L5: 313-314, U4: L7: 330-334, U4: L10: 351-356, U5: L5: 400, U5: L8: 420-424, U5: L10: 434-439, U6: L3: 467-471, U6: L5: 482, U6: L7: 504-509, 510, U6: L8: 511-516, U6: L10: 532-538, U7: L3: 25-30, U7: L5: 40, U7: L7: 56-59, U7: L10: 73-76, U8: L3: 105-109, U8: L7: 151-155, U8: L8: 156-160, U8: L10: 179-183, U9: L3: 211-215, U9: L5: 228, U9: L8: 247-252, U9: L10: 266-271, U10: L3: 298-301, U10: L5: 314, U10: L10: 353-360, U11: L5: 406-406, U11: L7: 423-426, U11: L8: 428-432, U11: L10: 442-446, U12: L5: 493, U12: L7: 509-512, U12: L8: 513-517, U12: L10: 527-533</p> <p>SE: U1: L2: 9-10, U1: L5: 11, 16, U1: L7: 18, 22-25, U1: L8: 19, 26, U1: L10:</p>

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	30-34, U2: L3: 42-49, U2: L5: 55-56, U2: L8: 59, 66-67, U2: L10: 30, 70, U3: L3: 66, 89, U3: L5: 97-98, U3: L7: 119-120, U3: L8: 124-125, U3: L10: 30, 140-143, U4: L3: 66, 159-160, U4: L5: 166, U4: L7: 175, U4: L10: 184-187, U5: L5: 209, U5: L8: 66, 218-220, U5: L10: 30, 225-228, 371, U6: L3: 243-245, U6: L5: 251, U6: L7: 267-268, U6: L8: 269-272, U6: L10: 280-284, U7: L3: 14-17, U7: L5: 22, U7: L7: 14, 29, U7: L10: 36-38, U8: L3: 55-57, U8: L5: 124, U8: L5: 68, U8: L7: 88-89, U8: L8: 15, 90-92, U8: L10: 35, 106-109, 553, U9: L3: 14, 126-128, U9: L5: 136, U9: L8: 204-206, U9: L10: 238-241, 546, 551, U10: L3: 257-259, U10: L5: 266-267, U10: L10: 284-287, U11: L5: 315-316, U11: L7: 325, U11: L8: 327-329, U11: L10: 335-337, U12: L5: 368, U12: L7: 376-377, U12: L8: 378-380, U12: L10: 386-390

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(d) Proficiency level descriptors.

(1) Listening, Kindergarten-Grade 12. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. The following proficiency level descriptors for listening are sufficient to describe the overall English language proficiency levels of ELLs in this language domain in order to linguistically accommodate their instruction.

(A) Beginning. Beginning ELLs have little or no ability to understand spoken English in academic and social settings. These students:

- (i) struggle to understand simple conversations and simple discussions even when the topics are familiar and the speaker uses linguistic supports such as visuals, slower speech and other verbal cues, and gestures;
- (ii) struggle to identify and distinguish individual words and phrases during social and instructional interactions that have not been intentionally modified for ELLs; and
- (iii) may not seek clarification in English when failing to comprehend the English they hear; frequently remain silent, watching others for cues.

(B) Intermediate. Intermediate ELLs have the ability to understand simple, high-frequency spoken English used in routine academic and social settings. These students:

- (i) usually understand simple or routine directions, as well as short, simple conversations and short, simple discussions on familiar topics; when topics are unfamiliar, require extensive linguistic supports and adaptations such as visuals, slower speech and other verbal cues, simplified language, gestures, and preteaching to preview or build topic-related vocabulary;
- (ii) often identify and distinguish key words and phrases necessary to understand the general meaning during social and basic instructional interactions that have not been intentionally modified for ELLs; and
- (iii) have the ability to seek clarification in English when failing to comprehend the English they hear by requiring/requesting the speaker to repeat, slow down, or rephrase speech.

(C) Advanced. Advanced ELLs have the ability to understand, with second language acquisition support, grade-appropriate spoken English used in academic and social settings. These students:

- (i) usually understand longer, more elaborated directions, conversations, and discussions on familiar and some unfamiliar topics, but sometimes need processing time and sometimes depend on visuals, verbal cues, and gestures to support understanding;
- (ii) understand most main points, most important details, and some implicit information during social and basic instructional interactions that have not been intentionally modified for ELLs; and
- (iii) occasionally require/request the speaker to repeat, slow down, or rephrase to clarify the meaning of the English they hear.

(D) Advanced high. Advanced high ELLs have the ability to understand, with minimal second language acquisition support, grade-appropriate spoken English used in academic and social settings. These students:

- (i) understand longer, elaborated directions, conversations, and discussions on familiar and unfamiliar topics with occasional need for processing time and with little dependence on visuals, verbal cues, and gestures; some exceptions when complex academic or highly specialized language is used;
- (ii) understand main points, important details, and implicit information at a level nearly comparable to native English-speaking peers during social and instructional interactions; and
- (iii) rarely require/request the speaker to repeat, slow down, or rephrase to clarify the meaning of the English they hear.

(2) Speaking, Kindergarten-Grade 12. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. The following proficiency level descriptors for speaking are sufficient to describe the overall English language proficiency levels of ELLs in this language domain in order to linguistically accommodate their instruction.

(A) Beginning. Beginning ELLs have little or no ability to speak English in academic and social settings. These students:

- (i) mainly speak using single words and short phrases consisting of recently practiced, memorized, or highly familiar material to get immediate needs met; may be hesitant to speak and often give up in their attempts to communicate;
- (ii) speak 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;
- (iii) lack the knowledge of English grammar necessary to connect ideas and speak in sentences; can sometimes produce

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<p>sentences using recently practiced, memorized, or highly familiar material;</p> <p>(iv) exhibit second language acquisition errors that may hinder overall communication, particularly when trying to convey information beyond memorized, practiced, or highly familiar material; and</p> <p>(v) typically use pronunciation that significantly inhibits communication.</p> <p>(B) Intermediate. Intermediate ELLs have the ability to speak in a simple manner using English commonly heard in routine academic and social settings. These students:</p> <p>(i) are able to express simple, original messages, speak using sentences, and participate in short conversations and classroom interactions; may hesitate frequently and for long periods to think about how to communicate desired meaning;</p> <p>(ii) speak simply using basic vocabulary needed in everyday social interactions and routine academic contexts; rarely have vocabulary to speak in detail;</p> <p>(iii) exhibit an emerging awareness of English grammar and speak using mostly simple sentence structures and simple tenses; are most comfortable speaking in present tense;</p> <p>(iv) exhibit second language acquisition errors that may hinder overall communication when trying to use complex or less familiar English; and</p> <p>(v) use pronunciation that can usually be understood by people accustomed to interacting with ELLs.</p> <p>(C) Advanced. Advanced ELLs have the ability to speak using grade-appropriate English, with second language acquisition support, in academic and social settings. These students:</p> <p>(i) are able to participate comfortably in most conversations and academic discussions on familiar topics, with some pauses to restate, repeat, or search for words and phrases to clarify meaning;</p> <p>(ii) discuss familiar academic topics using content-based terms and common abstract vocabulary; can usually speak in some detail on familiar topics;</p> <p>(iii) have a grasp of basic grammar features, including a basic ability to narrate and describe in present, past, and future tenses; have an emerging ability to use complex sentences and complex grammar features;</p> <p>(iv) make errors that interfere somewhat with communication when using complex grammar structures, long sentences, and less familiar words and expressions; and</p> <p>(v) may mispronounce words, but use pronunciation that can usually be understood by people not accustomed to interacting with ELLs.</p> <p>(D) Advanced high. Advanced high ELLs have the ability to speak using grade-appropriate English, with minimal second language acquisition support, in academic and social settings. These students:</p> <p>(i) are able to participate in extended discussions on a variety of social and grade-appropriate academic topics with only occasional disruptions, hesitations, or pauses;</p> <p>(ii) communicate effectively using abstract and content-based vocabulary during classroom instructional tasks, with some exceptions when low-frequency or academically demanding vocabulary is needed; use many of the same idioms and colloquialisms as their native English-speaking peers;</p> <p>(iii) can use English grammar structures and complex sentences to narrate and describe at a level nearly comparable to native English-speaking peers;</p> <p>(iv) make few second language acquisition errors that interfere with overall communication; and</p> <p>(v) may mispronounce words, but rarely use pronunciation that interferes with overall communication.</p> <p>(3) Reading, Kindergarten-Grade 1. ELLs in Kindergarten and Grade 1 may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. The following proficiency level descriptors for reading are sufficient to describe the overall English language proficiency levels of ELLs in this language domain in order to linguistically accommodate their instruction and should take into account developmental stages of emergent readers.</p> <p>(A) Beginning. Beginning ELLs have little or no ability to use the English language to build foundational reading skills. These students:</p> <p>(i) derive little or no meaning from grade-appropriate stories read aloud in English, unless the stories are:</p> <p>(I) read in short "chunks;"</p> <p>(II) controlled to include the little English they know such as language that is high frequency, concrete, and recently practiced; and</p> <p>(III) accompanied by ample visual supports such as illustrations, gestures, pantomime, and objects and by linguistic</p>

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<p>supports such as careful enunciation and slower speech;</p> <p>(ii) begin to recognize and understand environmental print in English such as signs, labeled items, names of peers, and logos; and</p> <p>(iii) have difficulty decoding most grade-appropriate English text because they:</p> <p>(I) understand the meaning of very few words in English; and</p> <p>(II) struggle significantly with sounds in spoken English words and with sound-symbol relationships due to differences between their primary language and English.</p> <p>(B) Intermediate. Intermediate ELLs have a limited ability to use the English language to build foundational reading skills. These students:</p> <p>(i) demonstrate limited comprehension (key words and general meaning) of grade-appropriate stories read aloud in English, unless the stories include:</p> <p>(I) predictable story lines;</p> <p>(II) highly familiar topics;</p> <p>(III) primarily high-frequency, concrete vocabulary;</p> <p>(IV) short, simple sentences; and</p> <p>(V) visual and linguistic supports;</p> <p>(ii) regularly recognize and understand common environmental print in English such as signs, labeled items, names of peers, logos; and</p> <p>(iii) have difficulty decoding grade-appropriate English text because they:</p> <p>(I) understand the meaning of only those English words they hear frequently; and</p> <p>(II) struggle with some sounds in English words and some sound-symbol relationships due to differences between their primary language and English.</p> <p>(C) Advanced. Advanced ELLs have the ability to use the English language, with second language acquisition support, to build foundational reading skills. These students:</p> <p>(i) demonstrate comprehension of most main points and most supporting ideas in grade-appropriate stories read aloud in English, although they may still depend on visual and linguistic supports to gain or confirm meaning;</p> <p>(ii) recognize some basic English vocabulary and high-frequency words in isolated print; and</p> <p>(iii) with second language acquisition support, are able to decode most grade-appropriate English text because they:</p> <p>(I) understand the meaning of most grade-appropriate English words; and</p> <p>(II) have little difficulty with English sounds and sound-symbol relationships that result from differences between their primary language and English.</p> <p>(D) Advanced high. Advanced high ELLs have the ability to use the English language, with minimal second language acquisition support, to build foundational reading skills. These students:</p> <p>(i) demonstrate, with minimal second language acquisition support and at a level nearly comparable to native English-speaking peers, comprehension of main points and supporting ideas (explicit and implicit) in grade-appropriate stories read aloud in English;</p> <p>(ii) with some exceptions, recognize sight vocabulary and high-frequency words to a degree nearly comparable to that of native English-speaking peers; and</p> <p>(iii) with minimal second language acquisition support, have an ability to decode and understand grade-appropriate English text at a level nearly comparable to native English-speaking peers.</p> <p>(4) Reading, Grades 2-12. ELLs in Grades 2-12 may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. The following proficiency level descriptors for reading are sufficient to describe the overall English language proficiency levels of ELLs in this language domain in order to linguistically accommodate their instruction.</p> <p>(A) Beginning. Beginning ELLs have little or no ability to read and understand English used in academic and social contexts. These students:</p> <p>(i) read and understand the very limited recently practiced, memorized, or highly familiar English they have learned; vocabulary predominantly includes:</p> <p>(I) environmental print;</p> <p>(II) some very high-frequency words; and</p>

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- (III) concrete words that can be represented by pictures;
- (ii) read slowly, word by word;
- (iii) have a very limited sense of English language structures;
- (iv) comprehend predominantly isolated familiar words and phrases; comprehend some sentences in highly routine contexts or recently practiced, highly familiar text;
- (v) are highly dependent on visuals and prior knowledge to derive meaning from text in English; and
- (vi) are able to apply reading comprehension skills in English only when reading texts written for this level.
- (B) Intermediate. Intermediate ELLs have the ability to read and understand simple, high-frequency English used in routine academic and social contexts. These students:
 - (i) read and understand English vocabulary on a somewhat wider range of topics and with increased depth; vocabulary predominantly includes:
 - (I) everyday oral language;
 - (II) literal meanings of common words;
 - (III) routine academic language and terms; and
 - (IV) commonly used abstract language such as terms used to describe basic feelings;
 - (ii) often read slowly and in short phrases; may re-read to clarify meaning;
 - (iii) have a growing understanding of basic, routinely used English language structures;
 - (iv) understand simple sentences in short, connected texts, but are dependent on visual cues, topic familiarity, prior knowledge, pretaught topic-related vocabulary, story predictability, and teacher/peer assistance to sustain comprehension;
 - (v) struggle to independently read and understand grade-level texts; and
 - (vi) are able to apply basic and some higher-order comprehension skills when reading texts that are linguistically accommodated and/or simplified for this level.
- (C) Advanced. Advanced ELLs have the ability to read and understand, with second language acquisition support, grade-appropriate English used in academic and social contexts. These students:
 - (i) read and understand, with second language acquisition support, a variety of grade-appropriate English vocabulary used in social and academic contexts:
 - (I) with second language acquisition support, read and understand grade-appropriate concrete and abstract vocabulary, but have difficulty with less commonly encountered words;
 - (II) demonstrate an emerging ability to understand words and phrases beyond their literal meaning; and
 - (III) understand multiple meanings of commonly used words;
 - (ii) read longer phrases and simple sentences from familiar text with appropriate rate and speed;
 - (iii) are developing skill in using their growing familiarity with English language structures to construct meaning of grade-appropriate text; and
 - (iv) are able to apply basic and higher-order comprehension skills when reading grade-appropriate text, but are still occasionally dependent on visuals, teacher/peer assistance, and other linguistically accommodated text features to determine or clarify meaning, particularly with unfamiliar topics.
- (D) Advanced high. Advanced high ELLs have the ability to read and understand, with minimal second language acquisition support, grade-appropriate English used in academic and social contexts. These students:
 - (i) read and understand vocabulary at a level nearly comparable to that of their native English-speaking peers, with some exceptions when low-frequency or specialized vocabulary is used;
 - (ii) generally read grade-appropriate, familiar text with appropriate rate, speed, intonation, and expression;
 - (iii) are able to, at a level nearly comparable to native English-speaking peers, use their familiarity with English language structures to construct meaning of grade-appropriate text; and
 - (iv) are able to apply, with minimal second language acquisition support and at a level nearly comparable to native English-speaking peers, basic and higher-order comprehension skills when reading grade-appropriate text.
- (5) Writing, Kindergarten-Grade 1. ELLs in Kindergarten and Grade 1 may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. The following proficiency level descriptors for writing are sufficient to describe the overall English language proficiency levels of ELLs in this language domain in order to linguistically accommodate their instruction and should take into account developmental stages of emergent writers.**

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<p>(A) Beginning. Beginning ELLs have little or no ability to use the English language to build foundational writing skills. These students:</p> <ul style="list-style-type: none"> (i) are unable to use English to explain self-generated writing such as stories they have created or other personal expressions, including emergent forms of writing (pictures, letter-like forms, mock words, scribbling, etc.); (ii) know too little English to participate meaningfully in grade-appropriate shared writing activities using the English language; (iii) cannot express themselves meaningfully in self-generated, connected written text in English beyond the level of high-frequency, concrete words, phrases, or short sentences that have been recently practiced and/or memorized; and (iv) may demonstrate little or no awareness of English print conventions. <p>(B) Intermediate. Intermediate ELLs have a limited ability to use the English language to build foundational writing skills. These students:</p> <ul style="list-style-type: none"> (i) know enough English to explain briefly and simply self-generated writing, including emergent forms of writing, as long as the topic is highly familiar and concrete and requires very high-frequency English; (ii) can participate meaningfully in grade-appropriate shared writing activities using the English language only when the writing topic is highly familiar and concrete and requires very high-frequency English; (iii) express themselves meaningfully in self-generated, connected written text in English when their writing is limited to short sentences featuring simple, concrete English used frequently in class; and (iv) frequently exhibit features of their primary language when writing in English such as primary language words, spelling patterns, word order, and literal translating. <p>(C) Advanced. Advanced ELLs have the ability to use the English language to build, with second language acquisition support, foundational writing skills. These students:</p> <ul style="list-style-type: none"> (i) use predominantly grade-appropriate English to explain, in some detail, most self-generated writing, including emergent forms of writing; (ii) can participate meaningfully, with second language acquisition support, in most grade-appropriate shared writing activities using the English language; (iii) although second language acquisition support is needed, have an emerging ability to express themselves in self-generated, connected written text in English in a grade-appropriate manner; and (iv) occasionally exhibit second language acquisition errors when writing in English. <p>(D) Advanced high. Advanced high ELLs have the ability to use the English language to build, with minimal second language acquisition support, foundational writing skills. These students:</p> <ul style="list-style-type: none"> (i) use English at a level of complexity and detail nearly comparable to that of native English-speaking peers when explaining self-generated writing, including emergent forms of writing; (ii) can participate meaningfully in most grade-appropriate shared writing activities using the English language; and (iii) although minimal second language acquisition support may be needed, express themselves in self-generated, connected written text in English in a manner nearly comparable to their native English-speaking peers. <p>(6) Writing, Grades 2-12. ELLs in Grades 2-12 may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. The following proficiency level descriptors for writing are sufficient to describe the overall English language proficiency levels of ELLs in this language domain in order to linguistically accommodate their instruction.</p> <p>(A) Beginning. Beginning ELLs lack the English vocabulary and grasp of English language structures necessary to address grade-appropriate writing tasks meaningfully. These students:</p> <ul style="list-style-type: none"> (i) have little or no ability to use the English language to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction; (ii) lack the English necessary to develop or demonstrate elements of grade-appropriate writing such as focus and coherence, conventions, organization, voice, and development of ideas in English; and (iii) exhibit writing features typical at this level, including: <ul style="list-style-type: none"> (I) ability to label, list, and copy; (II) high-frequency words/phrases and short, simple sentences (or even short paragraphs) based primarily on recently practiced, memorized, or highly familiar material; this type of writing may be quite accurate; (III) present tense used primarily; and

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- (IV) frequent primary language features (spelling patterns, word order, literal translations, and words from the student's primary language) and other errors associated with second language acquisition may significantly hinder or prevent understanding, even for individuals accustomed to the writing of ELLs.
- (B) Intermediate. Intermediate ELLs have enough English vocabulary and enough grasp of English language structures to address grade-appropriate writing tasks in a limited way. These students:
- (i) have a limited ability to use the English language to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction;
 - (ii) are limited in their ability to develop or demonstrate elements of grade-appropriate writing in English; communicate best when topics are highly familiar and concrete, and require simple, high-frequency English; and
 - (iii) exhibit writing features typical at this level, including:
 - (I) simple, original messages consisting of short, simple sentences; frequent inaccuracies occur when creating or taking risks beyond familiar English;
 - (II) high-frequency vocabulary; academic writing often has an oral tone;
 - (III) loosely connected text with limited use of cohesive devices or repetitive use, which may cause gaps in meaning;
 - (IV) repetition of ideas due to lack of vocabulary and language structures;
 - (V) present tense used most accurately; simple future and past tenses, if attempted, are used inconsistently or with frequent inaccuracies;
 - (VI) undetailed descriptions, explanations, and narrations; difficulty expressing abstract ideas;
 - (VII) primary language features and errors associated with second language acquisition may be frequent; and
 - (VIII) some writing may be understood only by individuals accustomed to the writing of ELLs; parts of the writing may be hard to understand even for individuals accustomed to ELL writing.
- (C) Advanced. Advanced ELLs have enough English vocabulary and command of English language structures to address grade-appropriate writing tasks, although second language acquisition support is needed. These students:
- (i) are able to use the English language, with second language acquisition support, to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction;
 - (ii) know enough English to be able to develop or demonstrate elements of grade-appropriate writing in English, although second language acquisition support is particularly needed when topics are abstract, academically challenging, or unfamiliar; and
 - (iii) exhibit writing features typical at this level, including:
 - (I) grasp of basic verbs, tenses, grammar features, and sentence patterns; partial grasp of more complex verbs, tenses, grammar features, and sentence patterns;
 - (II) emerging grade-appropriate vocabulary; academic writing has a more academic tone;
 - (III) use of a variety of common cohesive devices, although some redundancy may occur;
 - (IV) narrations, explanations, and descriptions developed in some detail with emerging clarity; quality or quantity declines when abstract ideas are expressed, academic demands are high, or low-frequency vocabulary is required;
 - (V) occasional second language acquisition errors; and
 - (VI) communications are usually understood by individuals not accustomed to the writing of ELLs.
- (D) Advanced high. Advanced high ELLs have acquired the English vocabulary and command of English language structures necessary to address grade-appropriate writing tasks with minimal second language acquisition support. These students:
- (i) are able to use the English language, with minimal second language acquisition support, to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction;
 - (ii) know enough English to be able to develop or demonstrate, with minimal second language acquisition support, elements of grade-appropriate writing in English; and
 - (iii) exhibit writing features typical at this level, including:
 - (I) nearly comparable to writing of native English-speaking peers in clarity and precision with regard to English vocabulary and language structures, with occasional exceptions when writing about academically complex ideas, abstract ideas, or topics requiring low-frequency vocabulary;
 - (II) occasional difficulty with naturalness of phrasing and expression; and
 - (III) errors associated with second language acquisition are minor and usually limited to low-frequency words and

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structures; errors rarely interfere with communication. (e) Effective date. The provisions of this section supersede the ESL standards specified in Chapter 128 of this title (relating to Texas Essential Knowledge and Skills for Spanish Language Arts and English as a Second Language) upon the effective date of this section.

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Knowledge and Skills	
(1) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text.	<p>Level 1</p> <p>TE: U1: L1: 10-13, U1: L4: 31-35, U1:L8: 58-59, U2: L3: 99, U2: L4: 106, U2: L4: 108, U2: L8: 136, U3: L3: 176, U3: L4: 183, 185, U3: L8: 211, U3: L10: 226-227, U4: L1: 243-246, U4: L3: 254, U4: L4: 260, U4: L4: 262, U4: L8: 288, U4: L10: 300-301, U5: L3: 330, U5: L4: 340, 342, U5: L9: 380, U5: L9: 388, U6: L1: 407-410, U6: L3: 418, U6: L4: 427, 429-430, U6: L9: 470, U7: L3: 22, U7: L4: 34, 36-37, U7: L9: 78, U8: L3: 117, U8: L4: 128, 131, U8: L9: 169, U8: L9: 175, U9: L3: 205, U9: L4: 215, 217, U9: L9: 257, U10: L3: 294, U10: L4: 306, 308-309, U10: L7: 329-335, U10: L9: 341, U10: L9: 349-350, U11: L3: 382, U11: L4: 392, 394, U11: L9: 429, U12: L3: 473, U12: L4: 484, 487-488, U12: L9: 541, U12: L9: 546-547</p> <p>SE: U1: L1: 4-5, U1: L4: 16-18, U1:L8: 28, U2: L3: 51, U2: L4: 56, U2: L8: 72, U3: L3: 92, U3: L4: 96, 98, U3: L8: 111, U3: L10: 118, U4: L1: 125-126, U4: L3: 131, U4: L4: 135, U4: L4: 137, U4: L8: 150, U4: L10: 156, U5: L3: 171, U5: L4: 178, U5: L9: 202, U5: L9: 209, U6: L1: 217-218, U6: L3: 225, U6: L4: 230, 232, U6: L9: 252, U7: L3: 12, U7: L4: 19, 21, U7: L9: 42, U8: L3: 67, U8: L4: 74, 76, U8: L9: 97, U8: L9: 104-105, U9: L3: 122, U9: L4: 129, 131, U9: L9: 154, U10: L3: 182, U10: L4: 189, 191, U10: L7: 203-205, U10: L9: 211, U10: L9: 216-217, U11: L3: 234, U11: L4: 240, 242, U11: L9: 265, U12: L3: 294, U12: L4: 299, 301, U12: L9: 329, U12: L9: 332-333</p> <p>Word Training: U2: L5, U2: L6, U2: L7, U2: L8, U3: L9, U3: L10, U3: L11, U3: L12, U4: L13, U4: L14, U4: L15, U4: L16, U5: L17, U5: L18, U5: L19, U5: L20, U6: L21, U6: L22, U6: L23, U6: L24, U7: L25, U7: L26, U7: L27, U7: L28, U8: L29, U8: L30, U8: L31, U8: L32, U9: L33, U9: L34, U9: L35, U9: L36, U10: L37, U10: L38, U10: L39, U10: L40, U11: L41, U11: L42, U11: L43, U12: L44, U12: L45, U12: L46</p> <p>Level 2</p> <p>TE: U1: L1: 11-15, U1: L3: 26-27, U1: L4: 31-36, U1: L6: 48-51, U1: L8: 60-62, U1: L9: 63-68, U2: L1: 86-92, U2: L3: 105-108, U2: L4: 109-115, U2: L6: 128-131, U2: L8: 140-144, U2: L9: 145-149, U3: L1: 164-174, U3: L4: 191-200, U3: L6: 206-208, 213-230, U3: L8: 242-247, U3: L9: 248-263, U4: L1: 276-278, 283-288, U4: L3: 298-304, U4: L4: 305-311, U4: L6: 316-318, 323-327, U4: L8: 337-341, U4: L9: 342-348, U5: L1: 360-362, 367-372, U5: L3: 384-389, U5: L4: 390-397, U5: L6: 403-404, 409-412, U5: L8: 420-424, U5: L9: 425-431, U6: L1: 444-445, 451-455, U6: L3: 467-471, U6: L4: 472-479, U6: L6: 485-487, 492-501, U6: L7: 504-509, 510, U6: L8: 511-516, U6: L9: 517-529, U7: L1: 4-6, 11-16, U7: L3: 25-30, U7: L4: 31-37, U7: L6: 42-44, 49-51, U7: L8: 60-64, U7: L9: 65-70, U8: L1: 80-82, 87-96, U8: L3: 105-109, U8: L4: 110-121, U8: L6: 129-131, 136-148, U8: L9: 161-176, U9: L1: 188-190, 195-201, U9: L3: 211-215, U9: L4: 216-225, U9: L6: 231-233, 238, U9: L8: 247-252, U9: L9: 252-263, U10: L1: 276-278, 283-289, U10: L3: 298-301, U10: L4: 302-311, U10: L6: 317-319, 324-330, U10: L8: 337-341, U10: L9: 342-350, U11: L1: 366-367, 372-379, U11: L3: 390-393, U11: L4: 394-403, U11: L6: 409-410, 415-420, U11: L9: 433-439, U12: L1: 452-454, 459-466, U12: L3: 477-480, U12: L4: 481-490, U12: L6: 496-497, 502-506, U12: L8: 513-517, U12: L9: 518-524</p> <p>SE: U1: L1: 3-6, U1: L4: 12-15, U1: L6: 19-21, U1: L8: 19, 26, U1: L9: 27-29, U2: L1: 37-40, U2: L3: 42-49, U2: L4: 50-54, U2: L6: 59-60, 62, U2: L8: 59, 66-67 U2: L9: 68-69, U3: L1: 73-81, U3: L4: 90-96, U3: L6: 99, 101-117, U3: L8: 124-125, U3: L9: 126-139, U4: L1: 145, 147-152, U4: L3: 66, 159-160, U4: L4: 161-165, U4: L6: 167, 169-173, U4: L7: 177-178, U4: L9: 179-183, U5: L1: 189, 191-196, U5: L3: 201-202, U5: L4: 203-208, U5: L6: 210, 212-215, U5: L8: 66, 218-220, U5: L9: 221-224, U6: L1: 229, 230, 231-234, U6: L3: 243-245, U6: L4: 246-250, U6: L6: 252, 255-</p>

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	266, U6: L7: 267-268, U6: L8: 269-272, U6: L9: 253, 273-279, U7: L1: 1-3, 5-9, U7: L3: 14-17, U7: L4: 18-21, U7: L6: 23, 25-27, U7: L8: 30-31, U7: L9: 32-34, U8: L1: 39, 41-50, U8: L3: 55-57, U8: L4: 58-67, U8: L6: 69, 71-87, U8: L9: 93-105, U9: L1: 111, 113-120, U9: L3: 14, 126-128, U9: L4: 14, 129-135, U9: L6: 137, 139-199, U9: L8: 204-206, U9: L9: 209-237, U10: L1: 243, 245-252, U10: L3: 257-259, U10: L4: 260-265, U10: L6: 268, 270-273, U10: L8: 276-277, U10: L9: 278-283, U11: L1: 289, 291-298, U11: L3: 305-306, U11: L4: 307-314, U11: L6: 317, 319-323, U11: L9: 330-334, U12: L1: 339, 341-349, U12: L3: 358-359, U12: L4: 360-367, U12: L6: 369, 371-375, U12: L8: 378-380, U12: L9: 381-385
(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	
(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;	<p>Level 1 TE: U5: L3: 331-333 SE: U5: L3: 172</p> <p>Level 2 TE: U1: L6: 42, U4: L1: 276-277, U5: L1: 360-362, U8: L6: 129-130, SE: U5: L1: 189</p>
(B) use context (e.g., cause and effect or compare and contrast organizational text structures) to determine or clarify the meaning of unfamiliar or multiple meaning words;	<p>Level 1 TE: U1: L1: 6-9, U1: L2: 14-15, U1: L3: 21-24, U1: L5: 36-37, U1: L7: 51-52, U1: L10: 68-69, U2: L1: 82-85, U2: L2: 92-94, U2: L5: 111-112, U2: L7: 130-133, U2: L10: 147-148, U3: L1: 161-164, U3: L2: 170-171, U3: L3: 177-179, U3: L5: 187-188, U3: L7: 205-208, U4: L1: 239-242, U4: L2: 247-248, U4: L3: 255-256, U4: L5: 264-265, U4: L7: 281-284, U4: L10: 297-298, U5: L1: 313-316, U5: L2: 323-324, U5: L3: 331-333, U5: L6: 360-362, U5: L10: 389-390, U6: L1: 403-406, U6: L2: 411-412, U6: L6: 449-450, U6: L10: 474-475, U7: L1: 7-10, U7: L2: 16-17, U7: L6: 55-58, U7: L10: 87-88, 90, U8: L1: 100-102, U8: L2: 112-113, U8: L6: 149-150, U8: L10: 176-177, U9: L1: 191-194, U9: L2: 200-201, U9: L6: 233-236, U10: L1: 279-282, U10: L2: 288-290, U10: L6: 324-326, U10: L10: 351-352, U11: L2: 375-377, U11: L3: 383-386, U11: L6: 411-413, U11: L9: 430-431, U11: L10: 436-437, U12: L2: 466-468, U12: L3: 474-478, U12: L6: 509-512, U12: L9: 542-543, U12: L10: 549-550</p> <p>SE: U1: L1: 3-5, U1: L2: 6, U1: L3: 11, U1: L5: 19, U1: L7: 25, U1: L10: 34, U2: L1: 42, U2: L2: 47-48, U2: L5: 60, U2: L7: 68-69, U2: L10: 78, U3: L1: 84, U3: L2: 88, U3: L5: 100, U3: L7: 108, U4: L1: 124, U4: L2: 127, U4: L3: 132, U4: L5: 139, U4: L7: 147, U4: L10: 155, 160, U5: L1: 162, U5: L2: 166, U5: L3: 172, U5: L6: 187-189, U5: L10: 210, U6: L1: 216, U6: L2: 219-220, U6: L6: 241-243, U6: L10: 256, U7: L1: 2, U7: L2: 7, U7: L6: 29-31, U7: L10: 50, U8: L1: 58, U8: L2: 62-63, U8: L6: 84-85, U8: L10: 106, U9: L1: 114, U9: L2: 119, U9: L6: 139-140, U10: L1: 172, U10: L2: 176-177, U10: L6: 198-199, U10: L10: 218, U11: L2: 228-229, U11: L3: 236, U11: L6: 252, U11: L9: 266, U11: L10: 270, U12: L2: 289-290, U12: L3: 295-296, U12: L6: 310-312, U12: L9: 330, U12: L10: 337</p> <p>Word Training: U2: L5, U2: L6, U2: L7, U2: L8, U3: L9, U3: L10, U3: L11, U3: L12, U4: L13, U4: L14, U4: L15, U4: L16, U5: L17, U5: L18, U5: L19, U5: L20, U6: L21, U6: L22, U6: L23, U6: L24, U7: L25, U7: L26, U7: L27, U7: L28, U8: L29, U8: L30, U8: L31, U8: L32, U9: L33, U9: L34, U9: L35, U9: L36, U10: L37, U10: L38, U10: L39, U10: L40, U11: L41, U11: L42, U11: L43, U12: L44, U12: L45, U12: L46</p> <p>Level 2 TE: U1: L1: 7-10, U1: L2: 16-17, U1: L4: 31-36, U1: L5: 37-38, U1: L6: 44-47, U1: L7: 52-53, U1: L9: 63-68, U1: L10: 69-70, U2: L1: 82-85, U2: L2: 93-94, U2: L4: 109-115, U2: L5: 116-117, U2: L6: 124-127, U2: L7: 132-133, U2: L10: 150-151, U3: L1:</p>

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Grade 6 TEKS	Language! Live Matches
	<p>160-174, U3: L2: 175-178, U3: L4: 191-200, U3: L5: 201-202, U3: L6: 209-212, 213-230, U3: L7: 231, U3: L9: 248-263, U3: L10: 264-265, U4: L1: 279-282, U4: L2: 289-290, U4: L4: 305-311, U4: L5: 312-313, U4: L6: 319-327, U4: L7: 328-329, U4: L9: 342-348, U4: L10: 349-350, U5: L1: 363-366, U5: L2: 373-374, U5: L4: 390-397, U5: L5: 398-399, U5: L6: 405-408, U5: L7: 413-414, U5: L10: 432-433, U6: L1: 447-450, U6: L2: 456-457, U6: L3: 467-471, U6: L5: 480-481, U6: L6: 488-491, U6: L7: 502-503, U6: L10: 530-531, U7: L1: 7-10, U7: L2: 17-18, U7: L4: 31-37, U7: L5: 38-39, U7: L6: 45-48, U7: L7: 52-55, U7: L9: 65-70, U7: L10: 71-72, U8: L1: 83-86, U8: L2: 97-98, U8: L4: 110-121, U8: L5: 122-123, U8: L7: 149-150, U8: L9: 161-176, U8: L10: 177-178, U9: L1: 191-194, U9: L2: 202-203, U9: L4: 216-225, U9: L5: 226-227, U9: L6: 234-237, U9: L7: 239-240, U9: L9: 252-263, U9: L10: 264-265, U10: L1: 279-282, U10: L2: 290-291, U10: L4: 302-311, U10: L5: 312-313, U10: L6: 320-323, U10: L7: 331-332, U10: L9: 342-350, U10: L10: 351-352, U11: L1: 368-371, U11: L2: 380-381, U11: L4: 394-403, U11: L5: 404-405, U11: L6: 411-414, U11: L7: 421-422, U11: L10: 440-441, U12: L1: 455-458, U12: L2: 467-468, U12: L4: 481-490, U12: L5: 491-492, U12: L6: 498-501, U12: L7: 507-508, U12: L9: 518-524, U12: L10: 525-526</p> <p>SE: U1: L1: 2, U1: L4: 12-15, U1: L6: 18, U1: L7: 18, U1: L9: 27-29, U2: L1: 36, U2: L4: 50-54, U2: L6: 58, U2: L7: 58, U3: L1: 72-81, U3: L2: 72, 82, U3: L4: 90-96, U3: L6: 100, 101-117, U3: L9: 126-139, U4: L1: 146, U4: L2: 146, U4: L4: 161-165, U4: L5: 146, U4: L6: 168, U4: L9: 179-183, U4: L10: 168, U5: L1: 190, U5: L2: 190, U5: L4: 203-208, U5: L6: 211, U6: L1: 230, U6: L3: 243-245, U6: L5: 230, U6: L6: 254, U7: L1: 4, U7: L4: 18-21, U7: L6: 24, U7: L7: 24, 28, U7: L9: 32-34, U8: L1: 40, U8: L4: 58-67, U8: L9: 93-105, U9: L1: 112, U9: L4: 14, 129-135, U9: L6: 138, U9: L9: 209-237, U10: L1: 244, U10: L4: 260-265, U10: L6: 269, U10: L9: 278-283, U11: L1: 290, U11: L4: 307-314, U11: L6: 318, U12: L1: 340, U12: L4: 360-367, U12: L6: 370, U12: L9: 381-385</p>
(C) complete analogies that describe part to whole or whole to part (e.g., ink: pen as page: ____ or pen: ink as book: ____);	<p>Level 1</p> <p>TE: U9: L6: 233-236, L6: 324-326, U11: L6: 411-413, U11: L10: 443-444, U12: L6: 509-512</p> <p>SE: U12: L6: 509-512, U10: L6: 199, U11: L6: 253-254, U11: L10: 275-276, U12: L6: 310-312</p>
(D) explain the meaning of foreign words and phrases commonly used in written English (e.g., RSVP, que sera sera); and	<p>Level 1</p> <p>The following provide opportunities:</p> <p>TE: U5: L6: 364-365, U11: L3: 383-386, U11: L10: 443-444, U12: L3: 474-478</p> <p>SE: U11: L3: 235-236, U11: L10: 275-276, U12: L3: 295-296</p> <p>Level 2</p> <p>TE: U3: L9: 248-263, U4: L4: 305-311, SE: U3: L9: 126-139, U4: L4: 161-165</p>
(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.	<p>Level 1</p> <p>TE: U1: L1: 6-9, U1: L2: 14-15, U1: L3: 21-24, U1: L5: 36-37, U1: L7: 51-52, U1: L10: 68-69, U2: L1: 82-85, U2: L2: 92-94, U2: L5: 111-112, U2: L7: 130-133, U2: L10: 147-148, U3: L1: 161-164, U3: L2: 170-171, U3: L3: 177-179, U3: L5: 187-188, U3: L7: 205-208, U4: L1: 239-242, U4: L2: 247-248, U4: L3: 255-256, U4: L5: 264-265, U4: L7: 281-284, U4: L10: 297-298, U5: L1: 313-316, U5: L2: 323-324, U5: L3: 331-333, U5: L6: 360-362, U5: L10: 389-390, U6: L1: 403-406, U6: L2: 411-412, U6: L6: 449-450, U6: L10: 474-475, U7: L1: 7-10, U7: L2: 16-17, U7: L6: 55-58, U7: L10: 87-88, 90, U8: L1: 100-102, U8: L2: 112-113, U8: L6: 149-150, U8: L10: 176-177, U9: L1: 191-194, U9: L2: 200-201, U9: L6: 233-236, U10: L1: 279-282, U10: L2: 288-290, U10: L6: 324-326, U10: L10: 351-352, U11: L2: 375-377, U11: L3: 383-386, U11: L6: 411-413, U11: L9: 430-431, U11: L10: 436-437, U12: L2: 466-468,</p>

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Grade 6 TEKS	Language! Live Matches
	<p>U12: L3: 474-478, U12: L6: 509-512, U12: L9: 542-543, U12: L10: 549-550</p> <p>SE: U1: L1: 3-5, U1: L2: 6, U1: L3: 11, U1: L5: 19, U1: L7: 25, U1: L10: 34, U2: L1: 42, U2: L2: 47-48, U2: L5: 60, U2: L7: 68-69, U2: L10: 78, U3: L1: 84, U3: L2: 88, U3: L5: 100, U3: L7: 108, U4: L1: 124, U4: L2: 127, U4: L3: 132, U4: L5: 139, U4: L7: 147, U4: L10: 155, 160, U5: L1: 162, U5: L2: 166, U5: L3: 172, U5: L6: 187-189, U5: L10: 210, U6: L1: 216, U6: L2: 219-220, U6: L6: 241-243, U6: L10: 256, U7: L1: 2, U7: L2: 7, U7: L6: 29-31, U7: L10: 50, U8: L1: 58, U8: L2: 62-63, U8: L6: 84-85, U8: L10: 106, U9: L1: 114, U9: L2: 119, U9: L6: 139-140, U10: L1: 172, U10: L2: 176-177, U10: L6: 198-199, U10: L10: 218, U11: L2: 228-229, U11: L3: 236, U11: L6: 252, U11: L9: 266, U11: L10: 270, U12: L2: 289-290, U12: L3: 295-296, U12: L6: 310-312, U12: L9: 330, U12: L10: 337</p> <p>Word Training: U2: L5, U2: L6, U2: L7, U2: L8, U3: L9, U3: L10, U3: L11, U3: L12, U4: L13, U4: L14, U4: L15, U4: L16, U5: L17, U5: L18, U5: L19, U5: L20, U6: L21, U6: L22, U6: L23, U6: L24, U7: L25, U7: L26, U7: L27, U7: L28, U8: L29, U8: L30, U8: L31, U8: L32, U9: L33, U9: L34, U9: L35, U9: L36, U10: L37, U10: L38, U10: L39, U10: L40, U11: L41, U11: L42, U11: L43, U12: L44, U12: L45, U12: L46</p> <p>Level 2</p> <p>TE: U1: L1: 7-10, U1: L6: 44-47, U1: L7: 52-59, U2: L1: 82-85, U3: L1: 160-163, U3: L2: 175-178, U3: L6: 209-212, U4: L1: 279-282, U4: L6: 319-327, U5: L1: 363-366, U5: L6: 405-408, U6: L1: 447-450, U6: L6: 488-491, U7: L1: 7-10, U7: L6: 45-48, U7: L7: 52-55, U8: L1: 83-86, U9: L1: 191-194, U9: L2: 202-203, U9: L6: 234-237, U10: L1: 279-282, U10: L6: 320-323, U11: L1: 368-371, U11: L6: 411-414, U12: L1: 455-458, U12: L6: 498-501</p> <p>SE: U1: L1: 2, U1: L6: 18, U1: L7: 18, U2: L1: 36, U3: L1: 72, U3: L2: 72, 82, U3: L6: 100, U4: L1: 146, U4: L6: 168, U5: L1: 190, U5: L6: 211, U6: L1: 230, U6: L6: 254, U7: L1: 4, U7: L6: 24, U7: L7: 24, 28, U8: L1: 40, U9: L1: 112, U9: L6: 138, U10: L1: 244, U10: L6: 269, U11: L1: 290, U11: L6: 318, U12: L1: 340, U12: L6: 370</p>
(3) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:	
(A) infer the implicit theme of a work of fiction, distinguishing theme from the topic;	<p>Level 1</p> <p>The following provide an opportunity:</p> <p>TE: U12: L10: 551</p> <p>SE: U12: L10: 279</p> <p>Level 2</p> <p>TE: U1: L1 4-5, U2: L1: 80-81 (P.O.), U3: L1: 158-160, U4: L7: 330-334, U7: L1: 4-6, 11-16, U8: L4: 110-121, U8: L5: 125-128, U8: L6: 129-131, 136-148, U8: L7: 151-155, U9: L9: 252-263, U12: L5: 494-495</p> <p>SE: U1: 1, U2: L10: 35 (P.O.), U3: L1: 71, U4: L7: 66, 174-175, U7: L1: 1-3, 5-9, U8: L4: 58-67, U8: L5: 39, 55, U8: L6: 69, 71-87, U8: L7: 88-89, U9: L9: 209-237, U12: L5: 339, 358</p>
(B) analyze the function of stylistic elements (e.g., magic helper, rule of three) in traditional and classical literature from various cultures; and	<p>Level 1</p> <p>The following provide opportunities:</p> <p>TE: U12: L1:450-452, U12: L10: 551-552</p> <p>SE: U12: L1: 279</p>
(C) compare and contrast the historical and cultural settings of two literary works.	<p>Level 2</p> <p>TE: U3: L7: 235-241 (P.O.), U3: L8: 242-247(P.O.), U4: L8: 337-341(P.O.), U5: L10: 440-441, U11: L9: 433-439</p> <p>SE: U3: L7: 121-123(P.O.), U3: L8: 124-125(P.O.), U4: L7: 177-178(P.O.), U5: L10:</p>

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Grade 6 TEKS	Language! Live Matches
	210, 218, U11: L9: 330-334
(4) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to explain how figurative language (e.g., personification, metaphors, similes, hyperbole) contributes to the meaning of a poem.	Level 1 TE: U7: L5: 51-52, U7: L6: 60-64, U8: L3:121 SE: U7: L6: 33-34 Level 2 TE: U2: L6: 121-131, U2: L8: 140-144, U2: L9: 145-149, U8: L9: 161-176 SE: U2: L6: 57-60, 62, U2: L8: 59, 66-67, U2: L9: 68-69, U8: L9: 93-105
(5) Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to explain the similarities and differences in the setting, characters, and plot of a play and those in a film based upon the same story line.	Level 2 TE: U3: L6: 206-230, U3: L7: 235-241, U3: L8: 242-247, U3: L9: 248-263, U3: L10: 271-272 SE: U3: L6: 99, 100, 101-117, U3: L7: 121-123, U3: L8: 124-125, U3: L9: 126-139, U3: L10: 99, 124
(6) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:	
(A) summarize the elements of plot development (e.g., rising action, turning point, climax, falling action, denouement) in various works of fiction;	Level 1 TE: U9:L2: 203-204, U9: L6: 236-240, U12: L7: 516-533, U12: L10: 551-552 SE: U9: L2: 121, U9: L6: 237-239, U12: L7: 316-324 Level 2 TE: U2: L1: 86-92, U3: L1: 160-174, U3: L3: 186-190, U3: L4: 191-200, U3: L5: 203-205, U7: L1: 4-6, 11-16, U7: L3: 25-30, U8: L5: 125-128, U8: L7: 151-155, U8: L8: 156-160, U8: L9: 161-176, U9: L9: 252-263, U11: L9: 433-439 SE: U2: L1: 37-40, U3: L1: 71-81, U3: L3: 66, 89, U3: L4: 90-96, U3: L5: 71, 89, U7: L1: 1-3, 5-9, U7: L3: 14-17, U8: L5: 39, 55, U8: L7: 88-89, U8: L8: 15, 90-92, U8: L9: 93-105, U9: L9: 209-237, U11: L9: 330-334
(B) recognize dialect and conversational voice and explain how authors use dialect to convey character; and	Level 2 TE: U2: L1: 91, U2: L3: 105-108, U3: L4: 191-200, U9: L7: 242-246, U9: L9: 252-263, SE: U2: L1: 37-40, U2: L3: 42-49, U3: L4: 90-96, U9: L7: 14, 202-203, U9: L9: 209-237,
(C) describe different forms of point-of-view, including first- and third-person.	Level 1 The following provide opportunities: TE: U9: L6: 236-240, U9: L10: 263-264 Level 2 TE: U2: L1: 80-81, U4: L4: 305-311, U7: L1: 4-6, 11-16, U8: L1: 80-82, 87-96, U8:

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Grade 6 TEKS	Language! Live Matches
	<p>L5: 125-128, U8: L6: 129-131, 136-148, U8: L8: 156-160, U8: L9: 161-176, U8: L10: 179-183, U9: L9: 252-263, U9: L10: 272-273, U11: L3: 390-393, U11: L4: 394-403, U11: L9: 433-439</p> <p>SE: U2: L10: 35, U4: L4: 161-165, U7: L1: 1-3, 5-9, U8: L1: 39, 41-50, U8: L5: 39, 55, U8: L6: 69, 71-87, U8: L8: 15, 90-92, U8: L9: 93-105, U8: L10: 35, 106-109, 553, U9: L9: 209-237, U9: L10: 137, 204, U11: L3: 305-306, U11: L4: 307-314, U11: L9: 330-334</p>
(7) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to identify the literary language and devices used in memoirs and personal narratives and compare their characteristics with those of an autobiography.	<p>Level 2</p> <p>TE: U4: L1: 276-278, 283-288, U4: L3: 298-304, U4: L4: 305-311, U4: L6: 316-318, 323-327, U4: L7: 330-334, U4: L8: 337-341, U4: L9: 342-348, U5: L1: 360-362, 367-372, U5: L3: 384-389, U5: L4: 390-397, U5: L5: 401-402</p> <p>SE: U4: L1: 145, 147-152, U4: L3: 66, 159-160, U4: L4: 161-165, U4: L6: 167, 169-173, U4: L7: 66, 174-175, U4: L7: 177-178, U4: L9: 179-183, U5: L1: 189, 191-196, U5: L3: 201-202, U5: L4: 203-208, U5: L5: 189, 201</p>
(8) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to explain how authors create meaning through stylistic elements and figurative language emphasizing the use of personification, hyperbole, and refrains.	<p>Level 1</p> <p>TE: U5: L6: 364-365, U7: L6: 60-63, U9: L1 191-194, U9: L3: 206-209, U9: L7: 241-246, U9: L10: 262-263, U12: L1: 453-456, U12: L2: 466-468, U12: L3: 474-478, U12: L5: 494, U12: L7: 516-533, U12: L10: 549-550</p> <p>SE: U7: L6: 33-34, U9: L1 114, U9: L3: 123-124, U9: L5: 222, U9: L7: 144-145, U9: L10: 161, U12: L1: 280, U12: L2: 289-290, U12: L3: 295-296, U12: L7: 316-324</p> <p>Level 2</p> <p>TE: U2: L3: 105-108, U2: L4: 109-115, U3: L4: 191-200, U3: L7: 235-241, U3: L8: 242-247, U3: L9: 248-263, U4: L4: 305-311, U5: L4: 390-397, U7: L4: 31-37, U8: L4: 110-121, U8: L9: 161-176, U11: L4: 394-403, U11: L9: 433-439, U12: L4: 481-490, U12: L9: 518-524</p> <p>SE: U2: L3: 42-49, U2: L4: 50-54, U3: L4: 90-96, U3: L7: 121-123, U3: L8: 124-125, U3: L9: 126-139, U4: L4: 161-165, U5: L4: 203-208, U7: L4: 18-21, U8: L4: 58-67, U8: L9: 93-105, U11: L4: 307-314, U11: L9: 330-334, U12: L4: 360-367, U12: L9: 381-385</p>
(9) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to compare and contrast the stated or implied purposes of different authors writing on the same topic.	<p>Level 1</p> <p>The following provide opportunities:</p> <p>TE: U6: L1: 400-402, U6: L3: 422-426, U6: L6: 452-457, U8: L5: 142-144, U8: L6: 152-156, U11: L2: 380-381, U11: L6: 415-417, U12: L4: 489-493</p> <p>SE: U6: L6: 245, U8: L5: 82, U8: L6: 87-90, U11: L2: 232-233, U11: L6: 256-257, U12: L4: 302-304</p> <p>Level 2</p> <p>TE: U3: L7: 235-241, U4: L1: 276-278, 283-288, U4: L3: 298-304, U4: L4: 305-311, U4: L6: 316-318, 323-327, U4: L7: 330-334, U4: L8: 337-341, U4: L9: 342-348, U5: L6: 403-404, 409-412, U5: L7: 415-419, U5: L8: 420-424, U5: L9: 425-431, U5: L10: 434-439, U5: L10: 440-441, U6: L1: 444-445, 451-455, U6: L3: 467-471, U6: L4: 472-479, U6: L5: 483-484, U6: L6: 485-487, 492-501, U6: L7: 504-509, 510, U6: L8: 511-516, U6: L9: 517-529, U7: L6: 42-44, 49-51</p> <p>SE: U3: L7: 121-123, U4: L1: 145, 147-152, U4: L3: 66, 159-160, U4: L4: 161-165,</p>

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Grade 6 TEKS	Language! Live Matches
	U4: L6: 167, 169-173, U4: L7: 66, 174-175, U4: L7: 177-178, U4: L9: 179-183, U5: L6: 210, 212-215, U5: L7: 216-217, U5: L8: 66, 218-220, U5: L9: 221-224, U5: L10: 30, 225-228, 371, U5: L10: 210, 218, U6: L1: 229, 230, 231-234, U6: L3: 243-245, U6: L4: 246-250, U6: L5: 229, 243, U6: L6: 252, 255-266, U6: L7: 267-268, U6: L8: 269-272, U6: L9: 253, 273-279, U7: L6: 23, 25-27
(10) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:	
(A) summarize the main ideas and supporting details in text, demonstrating an understanding that a summary does not include opinions;	<p>Level 1</p> <p>TE: U1: L8: 61-63, U1: L9: 64-67, U1: L10: 71, 76-77, U2: L5: 112-120, U2: L9: 143-146, U3: L5: 189-195, U3: L8: 212-215, U3: L9: 217-221, U4: L5: 265-270, U4: L8: 289-292, U5: L7: 366-373, U5: L10: 391, U6: L3: 422-426, U6: L4: 431-434, U6: L7: 459-465, U7: L7: 66-72, U11: L10: 438</p> <p>SE: U1: L7: 26-27, U1: L8: 30-31, U1: L9: 33, U1: L10: 35, 40, U2: L5: 61-63, U3: L5: 101-103, U3: L8: 112-115, U3: L9: 115-116, U4: L5: 140-141, U4: L8: 151-152, U5: L7: 191-194, U6: L3: 228-229, U6: L4: 233-234, U6: L7: 246-247, U7: L7: 36-38</p> <p>Level 2</p> <p>TE: U1: L6: 48-51, U1: L8: 60-62, TE: U1: L9: 63-68, U1: L10: 70-76, U4: L3: 298-304, U4: L7: 330-334, U5: L3: 384-389, U5: L4: 390-397, U5: L7: 415-419, U5: L8: 420-424, U5: L9: 425-431, U7: L8: 60-64, U7: L9: 65-70, U9: L3: 211-215, U10: L9: 342-350</p> <p>SE: U1: L6: 19-21, U1: L8: 19, 26, U1: L9: 27-29, U1: L10: 31-33, U4: L3: 66, 159-160, U4: L7: 66, 174-175, U5: L3: 201-202, U5: L4: 203-208, U5: L7: 216-217, U5: L8: 66, 218-220, U5: L9: 221-224, U7: L8: 30-31, U7: L9: 32-34, U9: L3: 14, 126-128, U10: L9: 278-283</p>
(B) explain whether facts included in an argument are used for or against an issue;	<p>Level 1</p> <p>The following provide opportunities:</p> <p>TE: U6: L2: 417, U6: L6: 452-457, U8: L4: 131-134, U11: L4: 395-398</p> <p>SE: U6: L2: 224, U6: L6: 245, U8: L4: 77-78, U11: L4: 243-245</p> <p>Level 2</p> <p>TE: U5: L9: 425-431, U6: L6: 485-487, 492-501, U6: L7: 504-509, 510, U6: L9: 517-529, U7: L8: 60-64, U7: L9: 65-70, U9: L1: 188-190, 195-201, U9: L3: 211-215, U9: L4: 216-225, U9: L8: 247-252, U10: L1: 276-278, 283-289, U10: L3: 298-301, U10: L4: 302-311, U10: L6: 317-319, 324-330, U10: L7: 333-335, U10: L8: 337-341, U10: L9: 342-350</p> <p>SE: U5: L9: 221-224, U6: L6: 252, 255-266, U6: L7: 267-268, U6: L9: 253, 273-279, U7: L8: 30-31, U7: L9: 32-34, U9: L1: 111, 113-120, U9: L3: 14, 126-128, U9: L4: 14, 129-135, U9: L8: 204-206, U10: L1: 243, 245-252, U10: L3: 257-259, U10: L4: 260-265, U10: L6: 268, 270-273, U10: L7: 274, U10: L8: 276-277, U10: L9: 278-283</p>
(C) explain how different organizational patterns (e.g., proposition-and-support, problem-and-solution) develop the main idea and the author's viewpoint; and	<p>Level 1</p> <p>TE: U6: L3: 422-426, U6: L6: 452-457, U7: L3: 29-33, U7: L4: 38-40, U8: L3: 123-127, U8: L6: 152-156, U8: L10 180-181</p> <p>SE: U7: L3: 16-18, U7: L4: 22-23, U8: L3: 72-73, U8: L6: 87-88, U8: L10 108</p> <p>Level 2</p> <p>TE: U5: L7: 415-419, U5: L9: 425-431, U6: L9: 517-529</p> <p>SE: U5: L7: 216-217, U5: L9: 221-224, U6: L9: 253, 273-279</p>
(D) synthesize and make logical connections between ideas within a text and across two or three texts	<p>Level 1</p> <p>TE: U6: L5: 436-441, U6: L6: 452-457, U8: L4: 131-134, U12: L4: 489-493</p>

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Grade 6 TEKS	Language! Live Matches
representing similar or different genres.	SE: U6: L6: 245, U8: L4: 77-78, U12: L4: 302-304 Level 2 TE: U1: L6: 41-51, U9: L4: 216-225, U9: L8: 247-252, U10: L9: 342-350 SE: U1: L6: 17-21, U9: L4: 14, 129-135, U9: L8: 204-206, U10: L9: 278-283
(11) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:	
(A) compare and contrast the structure and viewpoints of two different authors writing for the same purpose, noting the stated claim and supporting evidence; and	Level 1 TE: U6: L6: 452-457 SE: U6: L6: 245 Level 2 TE: U10: L3: 298-301(P.O.), U10: L8: 337-341, U10: L9: 342-350 SE: U10: L3: 257-259 (P.O.), U10: L8: 276-277, U10: L9: 278-283
(B) identify simply faulty reasoning used in persuasive texts.	Level 1 The following provide opportunities: TE: U6: L2: 417, U6: L6: 452-457, U8: L4: 131-134, U11: L4: 395-398 SE: U6: L2: 224, U6: L6: 245, U8: L4: 77-78, U11: L4: 243-245 Level 2 TE: U6: L6: 485-487, 492-501, U6: L9: 517-529, U10: L4: 302-311, U10: L6: 317-319, 324-330, U10: L9: 342-350 SE: U6: L6: 252, 255-266, U6: L9: 253, 273-279, U10: L4: 260-265, U10: L6: 268, 270-273, U10: L9: 278-283
(12) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:	
(A) follow multi-tasked instructions to complete a task, solve a problem, or perform procedures; and	Level 1 The following provide opportunities: TE: U3: L6: 197, U4: L6: 273-274, U5: L5: 347-348, U6: L5: 437, U7: L5: 42, U8: L5: 137, U9: L5: 223, U10: L5: 314 SE: U3: L6: 14, U5: L5: 175, U7: L5: 16
(B) interpret factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.	Level 1 TE: U1: L1: 4-5, U1: L1: 10, U1: L5: 37, U1: L6: 45, U2: L1: 80-81, 86, U2: L6: 122, U3: L1: 158-160, U3: L1: 165, U3: L6: 197, U4: L1: 236-238, 243, U5: L1: 310-312, U5: L1: 317-318, U6: L1: 400-402, 407, U6: L4: 432-433, U7: L1: 6, U8: L1: 100-102, 107-108, U9: L1: 188-190, 195-199, U10: L1: 276-278, U10: L6: 328, 330, U11: L1: 369-371, U11: L2: 380-381, U11: L7: 418-424, U11: L10: 442, U12: L1: 450-452 SE: U1: L1: 2, U1: L1: 4-5, U1: L6: 14, U2: L1: 41, 43, U3: L1: 83, 85-87, U4: L1: 123, 125-126, U5: L1: 161, 163-165, U6: L1: 215, 217-218, U7: L1: 1, 3-6, U8: L1: 57, 59-61, U9: L1: 113, 115-118, U10: L1: 171, 173-175, U10: L6: 202-203, U11: L1: 223, 225-227, U11: L2: 232-233, U11: L7: 258-260, U11: L10: 274, U12: L1: 279, 281-288 Level 2 TE: U1: L6: 41-51, U7: L6: 42-44, 49-51, U7: L8: 60-64, U8: L6: 129-131, 136-148, U9: L1: 188-190, 195-201, U9: L3: 211-215 SE: U1: L6: 17-21, U7: L6: 23, 25-27, U7: L8: 30-31, U8: L6: 69, 71-87, U9: L1: 111, 113-120, U9: L3: 14, 126-128
(13) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in	

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Grade 6 TEKS	Language! Live Matches
increasingly more complex texts. Students are expected to:	
(A) explain messages conveyed in various forms of media;	<p>At the beginning of each Unit, students watch a video to build background knowledge. Discussion follows which provides opportunities to meet this standard.</p> <p>Level 2</p> <p>TE: U1: L5: 39-40, U3: L8: 242-247, U6: L10: 532-538, U8: L8: 156-160</p> <p>SE: U1: L5: 1, U3: L8: 124-125, U6: L10: 280-284, U8: L8: 15, 90-92</p>
(B) recognize how various techniques influence viewers' emotions;	<p>At the beginning of each Unit, students watch a video to build background knowledge. Discussion follows which provides opportunities to meet this standard.</p> <p>Level 2</p> <p>TE: U1: L5: 39-40, U8: L8: 156-160</p> <p>SE: U1: L5: 1, U8: L8: 15, 90-92</p>
(C) critique persuasive techniques (e.g., testimonials, bandwagon appeal) used in media messages; and	<p>At the beginning of each Unit, students watch a video to build background knowledge. Discussion follows which provides opportunities to meet this standard.</p>
(D) analyze various digital media venues for levels of formality and informality.	<p>At the beginning of each Unit, students watch a video to build background knowledge. Discussion follows which provides opportunities to meet this standard.</p>
(14) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:	
(A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;	<p>Level 1</p> <p>TE: U4: L9: 293-296, U5: L2: 329, U5: L5: 354-357, U5: L8: 374-379, U6: L8: 466-469, U7: L8: 73-77, U8: L8: 164-168, U10: L8: 336-340, U11: L8: 425-428, U12: L8: 534-540, U12: L9: 547-548</p> <p>SE: U4: L9: 153-154, U5: L5: 182-186, U5: L8: 195-201, U6: L8: 248-251, U7: L8: 39-41, U8: L8: 94-96, U8: L9: 102-103, U10: L8: 206-210, U11: L8: 261-264, U12: L8: 325-328, U12: L9: 334-335</p> <p>Level 2</p> <p>TE: U1: L10: 70-75, U2: L10: 151-154, U3: L10: 264-270, U4: L10: 351-356, U5: L10: 434-439, U6: L7: 510, U6: L10: 532-538, U7: L10: 73-76, U8: L10: 179-183, U9: L10: 266-271, U10: L7: 336, U10: L10: 353-360, U11: L7: 427, U11: L10: 442-446, U12: L10: 527-533</p> <p>SE: U1: L10: 30-34, U2: L10: 30, 70, U3: L10: 30, 140-143, U4: L10: 184-187, U5: L10: 30, 225-228, 371, U6: L10: 280-284, U7: L10: 36-38, U8: L10: 35, 106-109, 553, U9: L10: 238-241, 546, 551, U10: L7: 275, U10: L10: 284-287, U11: L7: 326, U11: L10: 335-337, U12: L10: 386-390</p>
(B) develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing;	<p>Level 1</p> <p>TE: U4: L2: 252-253, U4: L5: 271-272, U4: L9: 293-296, U5: L2: 329, U5: L5: 354-357, U5: L8: 374-379, U6: L2: 415-416, U6: L5: 442-444, U6: L6: 451, U6: L8: 466-469, U7: L8: 73-77, U9: 80-81, U8: L6: 151, U8: L8: 164-168, U8: L9: 174, U9: L9: 261, U10: L8: 336-340, U11: L8: 425-428, U11: L9: 432-435, U12: L8: 534-540, U12: L9: 547-548</p> <p>SE: U4: L2: 130, U4: L5: 142, U4: L9: 153-154, U5: L5: 182-186, U5: L8: 195-201, U6: L2: 223, U6: L5: 236-238, U6: L6: 244, U6: L8: 248-251, U7: L8: 39-41, U9: 44-45, U8: L6: 86, U8: L8: 94-96, U9: L8: 147-153, U9: L9: 159, U10: L8: 206-210,</p>

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Grade 6 TEKS	Language! Live Matches
	<p>U11: L8: 261-264, U11: L9: 268-269, U12: L8: 325-328, U12: L9: 334-335</p> <p>Level 2</p> <p>TE: U1: L10: 70-75, U3: L10: 264-270, U4: L10: 351-356, U5: L10: 434-439, U6: L10: 532-538, U7: L10: 73-76, U8: L10: 179-183, U9: L10: 266-271, U10: L10: 353-360, U11: L10: 442-446, U12: L10: 527-533</p> <p>SE: U1: L10: 30-34, U3: L10: 30, 140-143, U4: L10: 184-187, U5: L10: 30, 225-228, 371, U6: L10: 280-284, U7: L10: 36-38, U8: L10: 35, 106-109, 553, U9: L10: 238-241, 546, 551, U10: L10: 284-287, U11: L10: 335-337, U12: L10: 386-390</p>
(C) revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed;	<p>Level 1</p> <p>TE: U4: L2: 252-253, U4: L5: 271-272, U4: L9: 293-296, U5: L2: 329, U5: L5: 354-357, U5: L8: 374-379, U6: L2: 415-416, U6: L5: 442-444, U6: L6: 451, U6: L8: 466-469, U7: L8: 73-77, L9: 80-81, U8: L6: 151, U8: L8: 164-168, U8: L9: 174, U9: L9: 261, U10: L8: 336-340, U11: L8: 425-428, U11: L9: 432-435, U12: L8: 534-540, U12: L9: 547-548</p> <p>SE: U4: L2: 130, U4: L5: 142, U4: L9: 153-154, U5: L5: 182-186, U5: L8: 195-201, U6: L2: 223, U6: L5: 236-238, U6: L6: 244, U6: L8: 248-251, U7: L8: 39-41, L9: 44-45, U8: L6: 86, U8: L8: 94-96, U8: L9: 102-103, U9: L8: 147-153, U9: L9: 159, U10: L8: 206-210, U11: L8: 261-264, U11: L9: 268-269, U12: L8: 325-328, U12: L9: 334-335</p> <p>Level 2</p> <p>TE: U1: L2: 22-25, U3: L10: 264-270, U4: L10: 351-356, U5: L10: 434-439, U6: L10: 532-538, U7: L10: 73-76, U8: L10: 179-183, U9: L10: 266-271, U10: L10: 353-360, U11: L10: 442-446, U12: L10: 527-533</p> <p>SE: U1: L2: 9-10, U3: L10: 30, 140-143, U4: L10: 184-187, U5: L10: 30, 225-228, 371, U6: L10: 280-284, U7: L10: 36-38, U8: L10: 35, 106-109, 553, U9: L10: 238-241, 546, 551, U10: L10: 284-287, U11: L10: 335-337, U12: L10: 386-390</p>
(D) edit drafts for grammar, mechanics, and spelling; and	<p>Level 1</p> <p>TE: U4: L2: 252-253, U4: L5: 271-272, U4: L9: 293-296, U5: L2: 329, U5: L5: 354-357, U5: L8: 374-379, U6: L2: 415-416, U6: L5: 442-444, U6: L6: 451, U6: L8: 466-469, U7: L8: 73-77, L9: 80-81, U8: L6: 151, U8: L8: 164-168, U8: L9: 174, U9: L9: 261, U10: L8: 336-340, U11: L8: 425-428, U11: L9: 432-435, U12: L8: 534-540, U12: L9: 547-548</p> <p>SE: U4: L2: 130, U4: L5: 142, U4: L9: 153-154, U5: L5: 182-186, U5: L8: 195-201, U6: L2: 223, U6: L5: 236-238, U6: L6: 244, U6: L8: 248-251, U7: L8: 39-41, L9: 44-45, U8: L6: 86, U8: L8: 94-96, U8: L9: 102-103, U9: L8: 147-153, U9: L9: 159, U10: L8: 206-210, U11: L8: 261-264, U11: L9: 268-269, U12: L8: 325-328, U12: L9: 334-335</p> <p>Level 2</p> <p>TE: U1: L2: 22-25, U3: L10: 264-270, U4: L10: 351-356, U5: L10: 434-439, U6: L10: 532-538, U7: L10: 73-76, U8: L10: 179-183, U9: L10: 266-271, U10: L10: 353-360, U11: L10: 442-446, U12: L10: 527-533</p> <p>SE: U1: L2: 9-10, U3: L10: 30, 140-143, U4: L10: 184-187, U5: L10: 30, 225-228, 371, U6: L10: 280-284, U7: L10: 36-38, U8: L10: 35, 106-109, 553, U9: L10: 238-241, 546, 551, U10: L10: 284-287, U11: L10: 335-337, U12: L10: 386-390</p>
(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	<p>Level 1</p> <p>TE: U4: L2: 252-253, U4: L5: 271-272, U4: L9: 293-296, U5: L2: 329, U5: L5: 354-357, U5: L8: 374-379, U6: L2: 415-416, U6: L5: 442-444, U6: L6: 451, U6: L8: 466-469, U7: L8: 73-77, L9: 80-81, U8: L6: 151, U8: L8: 164-168, U8: L9: 174, U9: L9: 261, U10: L8: 336-340, U11: L8: 425-428, U11: L9: 432-435, U12: L8: 534-540,</p>

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Grade 6 TEKS	Language! Live Matches
	<p>U12: L9: 547-548</p> <p>SE: U4: L2: 130, U4: L5: 142, U4: L9: 153-154, U5: L5: 182-186, U5: L8: 195-201, U6: L2: 223, U6: L5: 236-238, U6: L6: 244, U6: L8: 248-251, U7: L8: 39-41, L9: 44-45, U8: L6: 86, U8: L8: 94-96, U8: L9: 102-103, U9: L8: 147-153, U9: L9: 159, U10: L8: 206-210, U11: L8: 261-264, U11: L9: 268-269, U12: L8: 325-328, U12: L9: 334-335</p> <p>Level 2</p> <p>TE: U3: L10: 264-270, U4: L10: 351-356, U6: L10: 532-538, U7: L10: 73-76, U8: L10: 179-183, U9: L10: 266-271, U10: L10: 353-360, U11: L10: 442-446, U12: L10: 527-533</p> <p>SE: U3: L10: 30, 140-143, U4: L10: 184-187, U6: L10: 280-284, U7: L10: 36-38, U8: L10: 35, 106-109, 553, U9: L10: 238-241, 546, 551, U10: L10: 284-287, U11: L10: 335-337, U12: L10: 386-390</p>
(15) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:	
<p>(A) write imaginative stories that include:</p> <p>(i) a clearly defined focus, plot, and point of view;</p> <p>(ii) a specific, believable setting created through the use of sensory details; and</p> <p>(iii) dialogue that develops the story; and</p>	<p>Level 1</p> <p>TE: U9: L8: 249-256, U12: L8: 534-540</p> <p>SE: U9: L8: 147-153, U12: L8: 325-328</p> <p>Level 2</p> <p>TE: U9: L7: 241-242, U9: L10: 266-271, U10: L7: 336, U10: L10: 353-360</p> <p>SE: U9: L7: 201, U9: L10: 238-241, 546, 551, U10: L7: 275, U10: L10: 284-287</p>
<p>(B) write poems using:</p> <p>(i) poetic techniques (e.g., alliteration, onomatopoeia);</p> <p>(ii) figurative language (e.g., similes, metaphors); and</p> <p>(iii) graphic elements (e.g., capital letters, line length).</p>	<p>Level 2</p> <p>TE: U2: L10: 151-154, U10: L7: 333-335</p> <p>SE: U2: L10: 30, 70, U10: L7: 274,</p>
<p>(16) Writing. Students write about their own experiences. Students are expected to write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences.</p>	<p>Level 1</p> <p>TE: U9: L8: 249-254</p> <p>SE: U9: L8: 147-151</p>
(17) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:	
<p>(A) create multi-paragraph essays to convey information about a topic that:</p> <p>(i) present effective introductions and concluding paragraphs;</p> <p>(ii) guide and inform the reader's</p>	<p>Level 1</p> <p>TE: U2: L9: 143-146, U3: L9: 217-221, U4: L9: 293-296, U5: L8: 374-379, U7: L8: 73-77, U8: L8: 164-168, U10: L8: 336-340, U11: L8: 425-428</p> <p>SE: U2: L9: 77, U3: L9: 115-116, U4: L9: 153-154, U5: L8: 195-201, U7: L8: 39-41, U8: L8: 94-96, U10: L8: 206-210, U11: L8: 261-264</p>

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Grade 6 TEKS	Language! Live Matches
<p>understanding of key ideas and evidence;</p> <p>(iii) include specific facts, details, and examples in an appropriately organized structure; and</p> <p>(iv) use a variety of sentence structures and transitions to link paragraphs;</p>	<p>Level 2</p> <p>TE: U3: L7: 232-234, U3: L10: 264-270, U5: L10: 434-439, U6: L5: 482, U6: L7: 510, U6: L10: 532-538, U7: L10: 73-76, U8: L10: 179-183, U11: L10: 442-446, U12: L5: 493, U12: L10: 527-533</p> <p>SE: U3: L7: 119-120, U3: L10: 30, 140-143, U5: L10: 30, 225-228, 371, U6: L5: 251, U6: L10: 280-284, U7: L10: 36-38, U8: L10: 35, 106-109, 553, U11: L10: 335-337, U12: L5: 368, U12: L10: 386-390</p>
<p>(B) write informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions (e.g., date, salutation, closing);</p>	<p>Level 2</p> <p>TE: U1: L5: 38-39, U10: L5: 314</p> <p>SE: U1: L5: 11, 16, U10: L5: 266-267</p>
<p>(C) write responses to literary or expository texts and provide evidence from the text to demonstrate understanding; and</p>	<p>Level 1</p> <p>TE: U1: L6: 49-50, U1: L7: 56-57, U1: L9: 64-67, U2: L3: 104-105, U2: L7: 133-135, U2: L9: 143-146, U3: L2: 174-175, U4: L2: 252-253, U4: L5: 271-272, U4: L6: 278-280, U4: L9: 293-296, U5: L2: 329, U5: L5: 354-357, U5: L8: 374-379, U6: L2: 415-416, U6: L5: 442-444, U6: L6: 451, U6: L8: 466-469, U7: L5: 48-50, U7: L8: 73-77, U9: 80-81, U8: L5: 142-144, U8: L8: 164-168, U9: L5: 228-230, U9: L7: 247-248, U9: L8: 249-256, U10: L5: 314-321, U10: L6: 327, U10: L8: 336-340, U11: L8: 425-428, U12: L5: 503-506, U12: L8: 534-540, U12: L9: 547-548</p> <p>SE: U1: L7: 27, U2: L3: 55, U2: L7: 70-71, U2: L9: 77, U3: L2: 91, U4: L2: 130, U4: L5: 143, U4: L6: 144-145, U4: L9: 153-154, U5: L2: 170, U5: L5: 182-186, U5: L8: 195-201, U6: L2: 223, U6: L5: 236-238, U6: L6: 244, U6: L8: 248-251, U7: L5: 25-26, U7: L8: 39-41, U9: 44-45, U8: L5: 80-81, U8: L8: 94-96, U9: L5: 135-137, U9: L7: 146, U9: L8: 147-153, U10: L5: 194-196, U10: L6: 200-201, U10: L7: 329-335, U10: L8: 206-210, U11: L8: 261-264, U12: L5: 306-308, U12: L8: 325-328, U12: L9: 334-335</p> <p>Level 2</p> <p>TE: U1: L5: 38-39, U1: L10: 70-75, U2: L3: 105-108, U2: L5: 117-119, U2: L8: 140-144, U3: L3: 186-190, U3: L5: 202-205, U3: L8: 242-247, U3: L10: 264-270, U4: L3: 298-304, U4: L5: 313-314, U4: L7: 330-334, U4: L8: 337-341, U4: L10: 351-356, U5: L3: 384-389, U5: L5: 400, U5: L8: 420-424, U5: L10: 434-439, U6: L3: 467-471, U6: L5: 482, U6: L7: 504-509, U6: L8: 511-516, U7: L3: 25-30, U7: L5: 40, U7: L7: 56-59, U8: L3: 105-109, U8: L5: 124, U8: L7: 151-155, U8: L8: 156-160, U8: L10: 179-183, U9: L3: 211-215, U9: L5: 228, U9: L7: 242-246, U9: L8: 247-252, U10: L3: 298-301, U10: L5: 314, U10: L7: 333-335, U10: L8: 337-341, U11: L3: 390-393, U11: L5: 406-406, U11: L7: 423-426, U11: L8: 428-432, U11: L10: 442-446, U12: L3: 477-480, U12: L5: 493, U12: L7: 509-512, U12: L8: 513-517, U12: L10: 527-533</p> <p>SE: U1: L5: 11, 16, U1: L10: 30-34, U2: L3: 42-49, U2: L5: 55-56, U2: L8: 59, 66-67, U3: L3: 66, 89, U3: L5: 97-98, U3: L8: 124-125, U3: L10: 30, 140-143, U4: L3: 66, 159-160, U4: L5: 166, U4: L7: 175, U4: L7: 177-178, U4: L10: 184-187, U5: L3: 201-202, U5: L5: 209, U5: L8: 66, 218-220, U5: L10: 30, 225-228, 371, U6: L3: 243-245, U6: L5: 251, U6: L7: 267-268, U6: L8: 269-272, U7: L3: 14-17, U7: L5: 22, U7: L7: 14, 29, U8: L3: 55-57, U8: L5: 68, U8: L7: 88-89, U8: L8: 15, 90-92, U8: L10: 35, 106-109, 553, U9: L3: 14, 126-128, U9: L5: 136, U9: L7: 14, 202-203, U9: L8: 204-206, U10: L3: 257-259, U10: L5: 266-267, U10: L7: 274, U10: L8: 276-277, U11: L3:</p>

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Grade 6 TEKS	Language! Live Matches
	305-306, U11: L5: 315-316, U11: L7: 325, U11: L8: 327-329, U11: L10: 335-337, U12: L3: 358-359, U12: L5: 368, U12: L7: 376-377, U12: L8: 378-380, U12: L10: 386-390
(D) produce a multimedia presentation involving text and graphics using available technology.	
(18) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives.	Level 2 TE: U7: L10: 73-76, U10: L5: 314, U11: L5: 406-406 SE: U7: L10: 36-38, U10: L5: 266-267, U11: L5: 315-316
(19) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:	
(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking: (i) verbs (irregular verbs and active and passive voice); (ii) non-count nouns (e.g., rice, paper); (iii) predicate adjectives (She is intelligent.) and their comparative and superlative forms (e.g., many, more, most); (iv) conjunctive adverbs (e.g., consequently, furthermore, indeed); (v) prepositions and prepositional phrases to convey location, time, direction, or to provide details; (vi) indefinite pronouns (e.g., all, both, nothing, anything); (vii) subordinating conjunctions (e.g., while, because, although, if); and (viii) transitional words and phrases that demonstrate an understanding of the function of the transition related to the organization of the writing (e.g., on the contrary, in addition to);	Level 1 TE: U1: L3: 25-27, U1: L4: 32, U1: L8: 59-60, U1: L10: 72-75, U2: L2: 96-98, U2: L3: 102-103, U2: L4: 107-108, U2: L5: 120-121, U2: L8: 137-138, U2: L10: 149, U3: L3: 179-181, U3: L4: 184, U3: L7: 208-210, U3: L10: 230-231, U4: L2: 249-251, U4: L3: 257, U4: L4: 261, U4: L7: 285-287, U4: L10: 299, 305, U5: L2: 325-328, U5: L3: 333-334, U5: L4: 341, U5: L5: 347-353, U5: L9: 382-387, U5: L10: 392-393, 395-397, U6: L2: 413-415, U6: L3: 420-421, U6: L4: 428, U6: L9: 472-473, U6: L10: 477, 480-483, U7: L2: 18-19, U7: L3: 27-28, U7: L4: 35, U7: L9: 81-86, U7: L10: 93-97, U8: L2: 114-116, U8: L3: 121-123, U8: L4: 129-130, U8: L9: 171-173, U8: L10: 179, U8: L10: 184-185, U9: L2: 202, U9: L3: 209-210, U9: L4: 216, U9: L9: 259-260, U9: L10: 265, U9: L10: 272-273, U10: L2: 290-292, U10: L3: 299-300, U10: L4: 307-308, U10: L9: 343-349, U10: L10: 357-358, U11: L2: 377-380, U11: L4: 393, U11: L9: 432-433, U11: L10: 439, U11: L10: 445-446, U12: L2: 469-472, U12: L4: 485-487, U12: L9: 543-545, U12: L10: 555-556 SE: U1: L3: 12-13, U1: L8: 29, U1: L10: 36-37, 39, U2: L2: 50, U2: L3: 53-54, U2: L4: 57-58, U2: L5: 64, U2: L10: 79, U3: L2: 89, U3: L3: 94, U3: L4: 97, U3: L7: 109-110, U3: L10: 120-121, U4: L2: 128-129, U4: L3: 133, U4: L7: 148-149, U4: L10: 159, U5: L2: 167-169, U5: L3: 173-174, U5: L4: 179, U5: L9: 204-208, U5: L10: 211, 213-214, U6: L2: 221-222, U6: L3: 226-227, U6: L4: 231, U6: L9: 254-255, U6: L10: 260-262, U7: L2: 8-9, U7: L3: 15, U7: L4: 20, U7: L9: 46-49, U7: L10: 53-56, U8: L2: 64-66, U8: L3: 70-71, U8: L4: 75, U8: L9: 99-101, U8: L10: 107, U8: L10: 111, U9: L2: 120, U9: L3: 125-126, U9: L4: 131, U9: L9: 156-158, U9: L10: 162, U9: L10: 169-170, U10: L2: 178-180, U10: L3: 186, U10: L4: 190, U10: L9: 213-215, U10: L10: 220-221, U11: L2: 230-231, U11: L4: 241, U11: L9: 267, U11: L10: 271, U11: L10: 277-278, U12: L2: 291-293, U12: L4: 300, U12: L9: 331, U12: L10: 338-339 Level 2 TE: U1: L2: 17-21, U1: L4: 31-36, U1: L6: 41, U1: L7: 52-59, U2: L2: 95-104, U2: L7: 134-136, U3: L2: 178-185, U3: L7: 232-234, U3: L9: 248-263, U4: L2: 291-290, U4:

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Grade 6 TEKS	Language! Live Matches
	<p>L7: 335-336, U4: L9: 342-348, U4: L10: 351-356, U5: L2: 375-380, U5: L4: 390-397, U6: L2: 458-464, 464-466, U6: L4: 472-479, U7: L2: 19-21, 22-24, U7: L4: 31-37, U8: L2: 98-102, U8: L4: 110-121, U8: L9: 161-176, U9: L2: 203-210, U9: L4: 216-225, U10: L2: 292-297, U10: L4: 302-311, U11: L2: 382-385, U11: L4: 394-403, U11: L9: 433-439, U12: L2: 469-473, U12: L4: 481-490, U12: L9: 518-524</p> <p>SE: U1: L2: 7-8, U1: L4: 12-15, U1: L7: 18, 22-25, U2: L2: 42-48, U2: L7: 63-64, U3: L2: 83-88, U3: L7: 119-120, U3: L9: 126-139, U4: L2: 154-156, U4: L7: 176, U4: L9: 179-183, U4: L10: 184-187, U5: L2: 197-198, U5: L4: 203-208, U6: L2: 235-240, 241-242, U6: L4: 246-250, U7: L2: 10-11, 12-13, U7: L4: 18-21, U8: L2: 51-53, U8: L4: 58-67, U8: L9: 93-105, U9: L2: 121-123, 124-125, U9: L4: 14, 129-135, U10: L2: 253-255, 256, U10: L4: 260-265, U11: L2: 299-301, U11: L4: 307-314, U11: L9: 330-334, U12: L2: 350-354, U12: L4: 360-367, U12: L9: 381-385</p>
(B) differentiate between the active and passive voice and know how to use them both; and	<p>Level 1</p> <p>TE: U4: L7: 285-287, U4: L10: 299, U5: L2: 325-328, U6: L3: 420-421, U6: L10: 477, 482 U9: L3: 209-210, U10: L3: 299-300, U10: L9: 346-349, U11: L9: 432-433</p> <p>SE: U4: L7: 148-149, U4: L10: 159, U5: L2: 167-169, U6: L3: 226-227, U6: L10: 261-262, U9: L3: 125-126, U10: L3: 186, U10: L9: 214</p> <p>Level 2</p> <p>U1: L7: 52-59, U2: L2: 95-104, U2: L7: 134-136, U4: L2: 291-290, 295-297, U6: L2: 458-464, 464-466, U9: L2: 203-210</p> <p>SE: U1: L7: 18, 22-25, U2: L2: 42-48, U2: L7: 63-64, U4: L2: 154-156, 157-158, U6: L2: 235-240, 241-242, U9: L2: 121-123, 124-125</p>
(C) use complete simple and compound sentences with correct subject-verb agreement.	<p>Level 1</p> <p>TE: U1: L5: 42-43, U2: L8: 137-138, U5: L2: 325-328, U5: L10: 393</p> <p>SE: U1: L5: 22, U2: L8: 73, U2: L10: 79, U5: L2: 167-169, U5: L10: 211</p> <p>Level 2</p> <p>TE: U1: L2: 22-25, U1: L7: 52-59, U2: L2: 104, U2: L7: 134-136, U3: L2: 178-185, U3: L7: 232-234, U4: L2: 291-290, 295-297, U5: L2: 381-383, U6: L2: 458-464, 464-466, U7: L2: 19-21, 22-24, U8: L2: 98-102, 103-104, U9: L2: 203-210, U10: L2: 292-297, U11: L2: 386-389, U12: L2: 474-476</p> <p>SE: U1: L2: 9-10, U1: L7: 18, 22-25, U2: L2: 48, U2: L7: 63-64, U3: L2: 83-88, U3: L7: 119-120, U4: L2: 154-156, 157-158, U5: L2: 199-200, U6: L2: 235-240, 241-242, U7: L2: 10-11, 12-13, U8: L2: 51-53, 54, U9: L2: 121-123, 124-125, U10: L2: 253-255, 256, U11: L2: 302-404, U12: L2: 355-357</p>
(20) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:	
(A) use capitalization for: (i) abbreviations; (ii) initials and acronyms; and (iii) organizations;	<p>Level 1</p> <p>TE: U2: L2: 104, U6: L4: 472-479, U9: L4: 216-225</p> <p>SE: U2: L2: 48, U6: L4: 246-250, U9: L4: 14, 129-135</p>
(B) recognize and use punctuation marks including: (i) commas in compound sentences; (ii) proper punctuation and spacing for quotations; and (iii) parentheses, brackets, and ellipses (to indicate omissions and	<p>Level 1</p> <p>TE: U1: L2: 18-20, U4: L3: 257, U6: L8: 468, U7: L2: 20, U8: L4: 130, U10: L2: 293</p> <p>SE: U4: L3: 133, U6: L8: 251, U7: L2: 10-11, U10: L2: 181</p> <p>Level 2</p> <p>TE: U1: L2: 22-25, U1: L7: 52-59, U2: L2: 104, U2: L7: 134-136, U3: L2: 178-185, U6: L2: 458-464, 464-466, U7: L2: 19-21, 22-24, U8: L2: 98-102, 103-104, U9: L4: 216-225, U9: L7: 241-242, U11: L2: 386-389, U12: L4: 481-490</p>

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interruptions or incomplete statements); and	SE: U1: L2: 9-10, U1: L7: 18, 22-25, U2: L2: 48, U2: L7: 63-64, U3: L2: 83-88, U6: L2: 235-240, 241-242, U7: L2: 10-11, 12-13, U8: L2: 51-53, 54, U9: L4: 14, 129-135, U9: L7: 201, U11: L2: 302-404, U12: L4: 360-367
(C) use proper mechanics including italics and underlining for titles of books.	
(21) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:	
(A) differentiate between commonly confused terms (e.g., its, it's; affect, effect);	Level 1 TE: U8: L6: 150-151 SE: U8: L6: 85
(B) use spelling patterns and rules and print and electronic resources to determine and check correct spellings; and	Level 1 TE: U5: L6: 358-359, U6: L6: 447-448, U7: L6: 53-54, U8: L6: 147-148, U9: L6: 231-232, U10: L6: 322-323, U11: L6: 409-410, U12: L6: 507-508 SE: U5: L6: 186, U6: L6: 240, U7: L6: 28, U8: L6: 83, U9: L6: 138, U10: L6: 197, U11: L6: 251, U12: L6: 309 Word Training: U4: L13, U4: L14, U4: L15, U4: L16, U5: L17, U5: L18, U5: L19, U5: L20, U6: L21, U6: L22, U6: L23, U6: L24, U7: L25, U7: L26, U7: L27, U7: L28, U8: L29, U8: L30, U8: L31, U8: L32, U9: L33, U9: L34, U9: L35, U9: L36, U10: L37, U10: L38, U10: L39, U10: L40, U11: L41, U11: L42, U11: L43, U12: L44, U12: L45, U12: L46
(C) know how to use the spell-check function in word processing while understanding its limitations.	
(22) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:	
(A) brainstorm, consult with others, decide upon a topic, and formulate open-ended questions to address the major research topic; and	Level 1 The following provide opportunities: TE: U11: L8: 425-428 SE: U11: L8: 261-264
(B) generate a research plan for gathering relevant information about the major research question.	Level 1 The following provide opportunities: TE: U11: L8: 425-428 SE: U11: L8: 261-264
(23) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:	
(A) follow the research plan to collect data from a range of print and electronic resources (e.g., reference texts, periodicals, web pages, online sources) and data from experts;	Level 1 The following provide opportunities: TE: U11: L8: 425-428 SE: U11: L8: 261-264
(B) differentiate between primary and secondary sources;	
(C) record data, utilizing available technology (e.g., word processors) in order to see the relationships	

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between ideas, and convert graphic/visual data (e.g., charts, diagrams, timelines) into written notes;	
(D) identify the source of notes (e.g., author, title, page number) and record bibliographic information concerning those sources according to a standard format; and	
(E) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.	
(24) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:	
(A) refine the major research question, if necessary, guided by the answers to a secondary set of questions; and	
(B) evaluate the relevance and reliability of sources for the research.	
(25) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:	
(A) compiles important information from multiple sources;	Level 1 The following provide opportunities: TE: U11: L8: 425-428 SE: U11: L8: 261-264
(B) develops a topic sentence, summarizes findings, and uses evidence to support conclusions;	Level 1 The following provide opportunities: TE: U11: L8: 425-428 SE: U11: L8: 261-264
(C) presents the findings in a consistent format; and	Level 1 The following provide opportunities: TE: U11: L8: 425-428 SE: U11: L8: 261-264
(D) uses quotations to support ideas and an appropriate form of documentation to acknowledge sources (e.g., bibliography, works cited).	Level 1 TE: U7: L2: 20-21, U9: L5: 228-229 SE: U7: L2: 10-11, U9: L5: 135-136
(26) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:	
(A) listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective;	Level 1 TE: U1: L1: 4-5, 11-13, U1: L3: 27-30, U1: L6: 44-48, L9: 64-67, U2: L3: 104-105, U2: L6: 122-127, U3: L1: 158-160, U3: L6: 197-201, U3: L9: 217-221, U4: L1: 236-237, U4: L6: 273-277, U4: L9: 293-296, U5: L1: 317-322, U5: L5: 347-353, U6: L10: 476, U7: L5: 42-47, U8: L1: 107-111, U8: L5: 136-141, U8: L10 178, U9: L10: 263-

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	<p>264, U9: L10: 267-268, U10: L5: 314-318, U11: L5: 400-404, U12: L5: 495-503, U12: L10: 551-552</p> <p>SE: U1: L3: 14-15, U2: L6: 65, U3: L1: 83, U3: L6: 104, U4: L6: 143, U5: L5: 175, U7: L5: 24, U8: L5: 79, U9: L10: 164-165, U10: L5: 194, U11: L5: 246, U12: L5: 305</p> <p>Level 2</p> <p>The following provide opportunities:</p> <p>TE: U6: L1: 444-445, 451-455, U6: L3: 467-471, U6: L4: 472-479, U6: L5: 483-484, U6: L6: 485-487, 492-501, U6: L7: 504-509, 510, U6: L8: 511-516, U6: L9: 517-529</p> <p>SE: U6: L1: 229, 230, 231-234, U6: L3: 243-245, U6: L4: 246-250, U6: L5: 229, 243, U6: L6: 252, 255-266, U6: L7: 267-268, U6: L8: 269-272, U6: L9: 253, 273-279</p>
(B) follow and give oral instructions that include multiple action steps; and	
(C) paraphrase the major ideas and supporting evidence in formal and informal presentations.	<p>Level 1</p> <p>The following provide opportunities:</p> <p>TE: U1: L1: 4-5, 11-13, U1: L3: 27-30, U1: L6: 44-48, L9: 64-67, U2: L3: 104-105, U2: L6: 122-127, U3: L1: 158-160, U3: L6: 197-201, U3: L9: 217-221, U4: L1: 236-237, U4: L6: 273-277, U4: L9: 293-296, U5: L1: 317-322, U5: L5: 347-353, U6: L10: 476, U7: L5: 42-47, U8: L1: 107-111, U8: L5: 136-141, U8: L10 178, U9: L10: 263-264, U9: L10: 267-268, U10: L5: 314-318, U11: L5: 400-404, U12: L5: 495-503, U12: L10: 551-552</p> <p>SE: U1: L3: 14-15, U2: L6: 65, U3: L1: 83, U3: L6: 104, U4: L6: 143, U5: L5: 175, U7: L5: 24, U8: L5: 79, U9: L10: 164-165, U10: L5: 194, U11: L5: 246, U12: L5: 305</p>
(27) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to give an organized presentation with a specific point of view, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.	
(28) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate in student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement.	<p>Level 1</p> <p>TE: U1: L1: 4-5, 11-13, U1: L3: 27-30, U1: L6: 44-48, L9: 64-67, U2: L3: 104-105, U2: L6: 122-127, U3: L1: 158-160, U3: L6: 197-201, U3: L9: 217-221, U4: L1: 236-237, U4: L6: 273-277, U4: L9: 293-296, U5: L1: 317-322, U5: L5: 347-353, U6: L10: 476, U7: L5: 42-47, U8: L1: 107-111, U8: L5: 136-141, U8: L10 178, U9: L10: 263-264, U9: L10: 267-268, U10: L5: 314-318, U11: L5: 400-404, U12: L5: 495-503, U12: L10: 551-552</p> <p>SE: U1: L3: 14-15, U2: L6: 65, U3: L1: 83, U3: L6: 104, U4: L6: 143, U5: L5: 175, U7: L5: 24, U8: L5: 79, U9: L10: 164-165, U10: L5: 194, U11: L5: 246, U12: L5: 305</p> <p>Level 2</p> <p>TE: U1: L1: 11-15, U1: L5: 39-40, U1: L8: 60-62, U1: L10: 76, U2: L5: 119-120, U2: L10: 155, U3: L3: 186-190, U3: L5: 203-205, U3: L10: 271-272, U4: L5: 314-315, U4: L7: 330-334, U4: L10: 351-357, U5: L1: 360-362, U5: L5: 401-402, U5: L10: 440-441, U6: L5: 483-484, U7: L5: 41, U7: L10: 77, U8: L5: 125-128, U8: L10: 184-185, U9: L5: 229-230, U9: L10: 272-273, U10: L5: 315-316, U10: L10: 361-362,</p>

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	<p>U11: L5: 407, U11: L10: 447, U12: L5: 494-495, U12: L10: 534-535</p> <p>SE: U1: L1: 3-6, U1: L5: 1, U1: L8: 19, 26, U2: L5: 49, U2: L10: 57, 67, U3: L3: 66, 89, U3: L5: 71, 89, U3: L10: 99, 124, U4: L5: 146, 159, U4: L7: 175, U4: L10: 184-187, U5: L1: 189, U5: L5: 189, 201, U5: L10: 210, 218, U6: L5: 229, 243, U7: L5: 1, 16, U7: L10: 23, 30, U8: L5: 39, 55, U8: L10: 69, 90, U9: L5: 111, 126-128, U9: L10: 137, 204, U10: L5: 243, 257, U10: L7: 268, 276, U11: L5: 289, 305, U11: L10: 317, 327, U12: L5: 339, 358, U12: L10: 369, 378</p>

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Knowledge and Skills	
<p>(1) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text.</p>	<p>Level 1</p> <p>TE: U1: L1: 10-13, U1: L4: 31-35, U1:L8: 58-59, U2: L3: 99, U2: L4: 106, U2: L4: 108, U2: L8: 136, U3: L3: 176, U3: L4: 183, 185, U3: L8: 211, U3: L10: 226-227, U4: L1: 243-246, U4: L3: 254, U4: L4: 260, U4: L4: 262, U4: L8: 288, U4: L10: 300-301, U5: L3: 330, U5: L4: 340, 342, U5: L9: 380, U5: L9: 388, U6: L1: 407-410, U6: L3: 418, U6: L4: 427, 429-430, U6: L9: 470, U7: L3: 22, U7: L4: 34, 36-37, U7: L9: 78, U8: L3: 117, U8: L4: 128, 131, U8: L9: 169, U8: L9: 175, U9: L3: 205, U9: L4: 215, 217, U9: L9: 257, U10: L3: 294, U10: L4: 306, 308-309, U10: L7: 329-335, U10: L9: 341, U10: L9: 349-350, U11: L3: 382, U11: L4: 392, 394, U11: L9: 429, U12: L3: 473, U12: L4: 484, 487-488, U12: L9: 541, U12: L9: 546-547</p> <p>SE: U1: L1: 4-5, U1: L4: 16-18, U1:L8: 28, U2: L3: 51, U2: L4: 56, U2: L8: 72, U3: L3: 92, U3: L4: 96, 98, U3: L8: 111, U3: L10: 118, U4: L1: 125-126, U4: L3: 131, U4: L4: 135, U4: L4: 137, U4: L8: 150, U4: L10: 156, U5: L3: 171, U5: L4: 178, U5: L9: 202, U5: L9: 209, U6: L1: 217-218, U6: L3: 225, U6: L4: 230, 232, U6: L9: 252, U7: L3: 12, U7: L4: 19, 21, U7: L9: 42, U8: L3: 67, U8: L4: 74, 76, U8: L9: 97, U8: L9: 104-105, U9: L3: 122, U9: L4: 129, 131, U9: L9: 154, U10: L3: 182, U10: L4: 189, 191, U10: L7: 203-205, U10: L9: 211, U10: L9: 216-217, U11: L3: 234, U11: L4: 240, 242, U11: L9: 265, U12: L3: 294, U12: L4: 299, 301, U12: L9: 329, U12: L9: 332-333</p> <p>Word Training: U2: L5, U2: L6, U2: L7, U2: L8, U3: L9, U3: L10, U3: L11, U3: L12, U4: L13, U4: L14, U4: L15, U4: L16, U5: L17, U5: L18, U5: L19, U5: L20, U6: L21, U6: L22, U6: L23, U6: L24, U7: L25, U7: L26, U7: L27, U7: L28, U8: L29, U8: L30, U8: L31, U8: L32, U9: L33, U9: L34, U9: L35, U9: L36, U10: L37, U10: L38, U10: L39, U10: L40, U11: L41, U11: L42, U11: L43, U12: L44, U12: L45, U12: L46</p> <p>Level 2</p> <p>TE: U1: L1: 11-15, U1: L3: 26-27, U1: L4: 31-36, U1: L6: 48-51, U1: L8: 60-62, U1: L9: 63-68, U2: L3: 105-108, U2: L4: 109-115, U2: L6: 128-131, U2: L8: 140-144, U2: L9: 145-149, U3: L1: 160-174, U3: L6: 206-208, 213-230, U3: L8: 242-247, U3: L9: 248-263, U4: L1: 276-278, 283-288, U4: L3: 298-304, U4: L4: 305-311, U4: L6: 316-318, 323-327, U4: L8: 337-341, U4: L9: 342-348, U5: L1: 360-362, 367-372, U5: L3: 384-389, U5: L4: 390-397, U5: L6: 403-404, 409-412, U5: L8: 420-424, U5: L9: 425-431, U6: L1: 444-445, 451-455, U6: L3: 467-471, U6: L4: 472-479, U6: L6: 485-487, 492-501, U6: L7: 504-509, 510, U6: L8: 511-516, U6: L9: 517-529, U7: L1: 4-6, 11-16, U7: L3: 25-30, U7: L4: 31-37, U7: L6: 42-44, 49-51, U7: L8: 60-64, U7: L9: 65-70, U8: L1: 80-82, 87-96, U8: L3: 105-109, U8: L4: 110-121, U8: L6: 129-131, 136-148, U8: L9: 161-176, U9: L1: 188-190, 195-201, U9: L3: 211-215, U9: L4: 216-225, U9: L6: 231-233, 238, U9: L8: 247-252, U9: L9: 252-263, U10: L1: 276-278, 283-289, U10: L3: 298-301, U10: L4: 302-311, U10: L6: 317-319, 324-330, U10: L8: 337-341, U10: L9: 342-350, U11: L1: 366-367, 372-379, U11: L3: 390-393, U11: L4: 394-403, U11: L6: 409-410, 415-420, U11: L9: 433-439, U12: L1: 452-454, 459-466, U12: L3: 477-480, U12: L4: 481-490, U12: L6: 496-497, 502-506, U12: L8: 513-517, U12: L9: 518-524</p> <p>SE: U1: L1: 3-6, U1: L4: 12-15, U1: L6: 19-21, U1: L8: 19, 26, U1: L9: 27-29, U2: L3: 42-49, U2: L4: 50-54, U2: L6: 59-60, 62, U2: L8: 59, 66-67, U2: L9: 68-69, U3: L1: 72-81, U3: L6: 99, 101-117, U3: L8: 124-125, U3: L9: 126-139, U4: L1: 145, 147-152, U4: L3: 66, 159-160, U4: L4: 161-165, U4: L6: 167, 169-173, U4: L7: 177-178, U4: L9: 179-183, U5: L1: 189, 191-196, U5: L3: 201-202, U5: L4: 203-208, U5: L6: 210, 212-215, U5: L8: 66, 218-220, U5: L9: 221-224, U6: L1: 229, 230, 231-234, U6: L3: 243-245, U6: L4: 246-250, U6: L6: 252, 255-266, U6: L7: 267-268, U6: L8: 269-272, U6: L9: 253, 273-279, U7: L1: 1-3, 5-9, U7: L3: 14-17, U7: L4: 18-21, U7:</p>

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	L6: 23, 25-27, U7: L8: 30-31, U7: L9: 32-34, U8: L1: 39, 41-50, U8: L3: 55-57, U8: L4: 58-67, U8: L6: 69, 71-87, U8: L9: 93-105, U9: L1: 111, 113-120, U9: L3: 14, 126-128, U9: L4: 14, 129-135, U9: L6: 137, 139-199, U9: L8: 204-206, U9: L9: 209-237, U10: L1: 243, 245-252, U10: L3: 257-259, U10: L4: 260-265, U10: L6: 268, 270-273, U10: L8: 276-277, U10: L9: 278-283, U11: L1: 289, 291-298, U11: L3: 305-306, U11: L4: 307-314, U11: L6: 317, 319-323, U11: L9: 330-334, U12: L1: 339, 341-349, U12: L3: 358-359, U12: L4: 360-367, U12: L6: 369, 371-375, U12: L8: 378-380, U12: L9: 381-385
(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	
(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;	Level 1 TE: U5: L3: 331-333 SE: U5: L3: 172 Level 2 TE: U1: L6: 42, U4: L1: 276-277, U5: L1: 360-362, U8: L6: 129-130 SE: U5: L1: 189
(B) use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words;	Level 1 TE: U1: L1: 6-9, U1: L2: 14-15, U1: L3: 21-24, U1: L5: 36-37, U1: L7: 51-52, U1: L10: 68-69, U2: L1: 82-85, U2: L2: 92-94, U2: L5: 111-112, U2: L7: 130-133, U2: L10: 147-148, U3: L1: 161-164, U3: L2: 170-171, U3: L3: 177-179, U3: L5: 187-188, U3: L7: 205-208, U4: L1: 239-242, U4: L2: 247-248, U4: L3: 255-256, U4: L5: 264-265, U4: L7: 281-284, U4: L10: 297-298, U5: L1: 313-316, U5: L2: 323-324, U5: L3: 331-333, U5: L6: 360-362, U5: L10: 389-390, U6: L1: 403-406, U6: L2: 411-412, U6: L6: 449-450, U6: L10: 474-475, U7: L1: 7-10, U7: L2: 16-17, U7: L6: 55-58, U7: L10: 87-88, 90, U8: L1: 100-102, U8: L2: 112-113, U8: L6: 149-150, U8: L10: 176-177, U9: L1: 191-194, U9: L2: 200-201, U9: L6: 233-236, U10: L1: 279-282, U10: L2: 288-290, U10: L6: 324-326, U10: L10: 351-352, U11: L2: 375-377, U11: L3: 383-386, U11: L6: 411-413, U11: L9: 430-431, U11: L10: 436-437, U12: L2: 466-468, U12: L3: 474-478, U12: L6: 509-512, U12: L9: 542-543, U12: L10: 549-550 SE: U1: L1: 3-5, U1: L2: 6, U1: L3: 11, U1: L5: 19, U1: L7: 25, U1: L10: 34, U2: L1: 42, U2: L2: 47-48, U2: L5: 60, U2: L7: 68-69, U2: L10: 78, U3: L1: 84, U3: L2: 88, U3: L5: 100, U3: L7: 108, U4: L1: 124, U4: L2: 127, U4: L3: 132, U4: L5: 139, U4: L7: 147, U4: L10: 155, 160, U5: L1: 162, U5: L2: 166, U5: L3: 172, U5: L6: 187-189, U5: L10: 210, U6: L1: 216, U6: L2: 219-220, U6: L6: 241-243, U6: L10: 256, U7: L1: 2, U7: L2: 7, U7: L6: 29-31, U7: L10: 50, U8: L1: 58, U8: L2: 62-63, U8: L6: 84-85, U8: L10: 106, U9: L1: 114, U9: L2: 119, U9: L6: 139-140, U10: L1: 172, U10: L2: 176-177, U10: L6: 198-199, U10: L10: 218, U11: L2: 228-229, U11: L3: 236, U11: L6: 252, U11: L9: 266, U11: L10: 270, U12: L2: 289-290, U12: L3: 295-296, U12: L6: 310-312, U12: L9: 330, U12: L10: 337 Word Training: U2: L5, U2: L6, U2: L7, U2: L8, U3: L9, U3: L10, U3: L11, U3: L12, U4: L13, U4: L14, U4: L15, U4: L16, U5: L17, U5: L18, U5: L19, U5: L20, U6: L21, U6: L22, U6: L23, U6: L24, U7: L25, U7: L26, U7: L27, U7: L28, U8: L29, U8: L30, U8: L31, U8: L32, U9: L33, U9: L34, U9: L35, U9: L36, U10: L37, U10: L38, U10: L39, U10: L40, U11: L41, U11: L42, U11: L43, U12: L44, U12: L45, U12: L46 Level 2 TE: U1: L1: 7-10, U1: L2: 16-17, U1: L4: 31-36, U1: L5: 37-38, U1: L6: 44-47, U1: L7: 52-53, U1: L9: 63-68, U1: L10: 69-70, U2: L1: 82-85, U2: L2: 93-94, U2: L5: 116-117, U2: L6: 124-131, U2: L7: 132-133, U2: L10: 150-151, U3: L1: 160-174, U3: L2: 175-178, U3: L4: 191-200, U3: L5: 201-202, U3: L6: 209-212, 213-230, U3: L7: 231, U3: L9: 248-263, U3: L10: 264-265, U4: L1: 279-282, U4: L2: 289-290, U4: L4:

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	<p>305-311, U4: L5: 312-313, U4: L6: 319-327, U4: L7: 328-329, U4: L9: 342-348, U4: L10: 349-350, U5: L1: 363-366, U5: L2: 373-374, U5: L4: 390-397, U5: L5: 398-399, U5: L6: 405-408, U5: L7: 413-414, U5: L10: 432-433, U6: L1: 447-450, U6: L2: 456-457, U6: L3: 467-471, U6: L4: 472-479, U6: L5: 480-481, U6: L6: 488-491, U6: L7: 502-503, U6: L10: 530-531, U7: L1: 7-10, U7: L2: 17-18, U7: L4: 31-37, U7: L5: 38-39, U7: L6: 45-48, U7: L7: 52-55, U7: L9: 65-70, U7: L10: 71-72, U8: L1: 83-86, U8: L2: 97-98, U8: L4: 110-121, U8: L5: 122-123, U8: L6: 132-135, U8: L7: 149-150, U8: L9: 161-176, U8: L10: 177-178, U9: L1: 191-194, U9: L2: 202-203, U9: L4: 216-225, U9: L5: 226-227, U9: L6: 234-237, U9: L7: 239-240, U9: L9: 252-263, U9: L10: 264-265, U10: L1: 279-282, U10: L2: 290-291, U10: L4: 302-311, U10: L5: 312-313, U10: L6: 320-323, U10: L7: 331-332, U10: L9: 342-350, U10: L10: 351-352, U11: L1: 368-371, U11: L2: 380-381, U11: L4: 394-403, U11: L5: 404-405, U11: L6: 411-414, U11: L7: 421-422, U11: L9: 433-439, U12: L1: 455-458, U12: L2: 467-468, U12: L4: 481-490, U12: L5: 491-492, U12: L6: 498-501, U12: L7: 507-508, U12: L9: 518-524, U12: L10: 525-526</p> <p>SE: U1: L1: 2, U1: L4: 12-15, U1: L6: 18, U1: L7: 18, U1: L9: 27-29, U2: L1: 36, U2: L6: 58-60, U2: L7: 58, U3: L1: 72-81, U3: L2: 72, 82, U3: L4: 90-96, U3: L6: 100, 101-117, U3: L9: 126-139, U4: L1: 146, U4: L2: 146, U4: L4: 161-165, U4: L5: 146, U4: L6: 168, U4: L9: 179-183, U4: L10: 168, U5: L1: 190, U5: L2: 190, U5: L4: 203-208, U5: L6: 211, U6: L1: 230, U6: L3: 243-245, U6: L4: 246-250, U6: L5: 230, U6: L6: 254, U7: L1: 4, U7: L4: 18-21, U7: L6: 24, U7: L7: 24, 28, U7: L9: 32-34, U8: L1: 40, U8: L4: 58-67, U8: L6: 70, U8: L9: 93-105, U9: L1: 112, U9: L4: 14, 129-135, U9: L6: 138, U9: L9: 209-237, U10: L1: 244, U10: L4: 260-265, U10: L6: 269, U10: L9: 278-283, U11: L1: 290, U11: L4: 307-314, U11: L6: 318, U11: L9: 330-334, U12: L1: 340, U12: L4: 360-367, U12: L6: 370, U12: L9: 381-385</p>
(C) complete analogies that describe part to whole or whole to part;	<p>Level 1 TE: U9: L6: 233-236, L6: 324-326, U11: L6: 411-413, U11: L10: 443-444, U12: L6: 509-512 SE: U12: L6: 509-512, U10: L6: 199, U11: L6: 253-254, U11: L10: 275-276, U12: L6: 310-312</p>
(D) identify the meaning of foreign words commonly used in written English with emphasis on Latin and Greek words (e.g., habeus corpus, e pluribus unum, bona fide, nemesis); and	<p>Level 1 The following provide opportunities: TE: U5: L6: 364-365, U11: L3: 383-386, U11: L10: 443-444, U12: L3: 474-478 SE: U11: L3: 235-236, U11: L10: 275-276, U12: L3: 295-296</p> <p>Level 2 TE: U3: L9: 248-263, U4: L4: 305-311 SE: U3: L9: 126-139, U4: L4: 161-165</p>
(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.	<p>Level 1 TE: U1: L1: 6-9, U1: L2: 14-15, U1: L3: 21-24, U1: L5: 36-37, U1: L7: 51-52, U1: L10: 68-69, U2: L1: 82-85, U2: L2: 92-94, U2: L5: 111-112, U2: L7: 130-133, U2: L10: 147-148, U3: L1: 161-164, U3: L2: 170-171, U3: L3: 177-179, U3: L5: 187-188, U3: L7: 205-208, U4: L1: 239-242, U4: L2: 247-248, U4: L3: 255-256, U4: L5: 264-265, U4: L7: 281-284, U4: L10: 297-298, U5: L1: 313-316, U5: L2: 323-324, U5: L3: 331-333, U5: L6: 360-362, U5: L10: 389-390, U6: L1: 403-406, U6: L2: 411-412, U6: L6: 449-450, U6: L10: 474-475, U7: L1: 7-10, U7: L2: 16-17, U7: L6: 55-58, U7: L10: 87-88, 90, U8: L1: 100-102, U8: L2: 112-113, U8: L6: 149-150, U8: L10: 176-177, U9: L1: 191-194, U9: L2: 200-201, U9: L6: 233-236, U10: L1: 279-282, U10: L2: 288-290, U10: L6: 324-326, U10: L10: 351-352, U11: L2: 375-377, U11: L3: 383-386, U11: L6: 411-413, U11: L9: 430-431, U11: L10: 436-437, U12: L2: 466-468,</p>

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	<p>U12: L3: 474-478, U12: L6: 509-512, U12: L9: 542-543, U12: L10: 549-550</p> <p>SE: U1: L1: 3-5, U1: L2: 6, U1: L3: 11, U1: L5: 19, U1: L7: 25, U1: L10: 34, U2: L1: 42, U2: L2: 47-48, U2: L5: 60, U2: L7: 68-69, U2: L10: 78, U3: L1: 84, U3: L2: 88, U3: L5: 100, U3: L7: 108, U4: L1: 124, U4: L2: 127, U4: L3: 132, U4: L5: 139, U4: L7: 147, U4: L10: 155, 160, U5: L1: 162, U5: L2: 166, U5: L3: 172, U5: L6: 187-189, U5: L10: 210, U6: L1: 216, U6: L2: 219-220, U6: L6: 241-243, U6: L10: 256, U7: L1: 2, U7: L2: 7, U7: L6: 29-31, U7: L10: 50, U8: L1: 58, U8: L2: 62-63, U8: L6: 84-85, U8: L10: 106, U9: L1: 114, U9: L2: 119, U9: L6: 139-140, U10: L1: 172, U10: L2: 176-177, U10: L6: 198-199, U10: L10: 218, U11: L2: 228-229, U11: L3: 236, U11: L6: 252, U11: L9: 266, U11: L10: 270, U12: L2: 289-290, U12: L3: 295-296, U12: L6: 310-312, U12: L9: 330, U12: L10: 337</p> <p>Word Training: U2: L5, U2: L6, U2: L7, U2: L8, U3: L9, U3: L10, U3: L11, U3: L12, U4: L13, U4: L14, U4: L15, U4: L16, U5: L17, U5: L18, U5: L19, U5: L20, U6: L21, U6: L22, U6: L23, U6: L24, U7: L25, U7: L26, U7: L27, U7: L28, U8: L29, U8: L30, U8: L31, U8: L32, U9: L33, U9: L34, U9: L35, U9: L36, U10: L37, U10: L38, U10: L39, U10: L40, U11: L41, U11: L42, U11: L43, U12: L44, U12: L45, U12: L46</p> <p>Level 2</p> <p>TE: U1: L1: 7-10, U1: L6: 44-47, U1: L7: 52-53, U2: L1: 82-85, U2: L4: 109-115, U2: L6: 124-127, U3: L1: 160-163, U3: L2: 175-178, U3: L6: 209-212, U4: L1: 279-282, U4: L6: 319-327, U5: L1: 363-366, U5: L6: 405-408, U6: L1: 447-450, U6: L6: 488-491, U7: L1: 7-10, U7: L6: 45-48, U7: L7: 52-55, U8: L1: 83-86, U8: L6: 132-135, U9: L1: 191-194, U9: L2: 202-203, U9: L6: 234-237, U10: L1: 279-282, U10: L6: 320-323, U11: L1: 368-371, U11: L6: 411-414, U11: L10: 440-441, U12: L1: 455-458, U12: L6: 498-501</p> <p>SE: U1: L1: 2, U1: L6: 18, U1: L7: 18, U2: L1: 36, U2: L4: 50-54, U2: L6: 58, U3: L1: 72, U3: L2: 72, 82, U3: L6: 100, U4: L1: 146, U4: L6: 168, U5: L1: 190, U5: L6: 211, U6: L1: 230, U6: L6: 254, U7: L1: 4, U7: L6: 24, U7: L7: 24, 28, U8: L1: 40, U8: L6: 70, U9: L1: 112, U9: L6: 138, U10: L1: 244, U10: L6: 269, U11: L1: 290, U11: L6: 318, U12: L1: 340, U12: L6: 370</p>
(3) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:	
(A) describe multiple themes in a work of fiction;	<p>Level 2</p> <p>TE: U3: L1: 159 (P.O.), U4: L7: 330-334, U5: L5: 401-402, U8: L5: 125-128, U8: L6: 129-131, 136-148, U8: L7: 151-155, U9: L9: 252-263, U12: L5: 494-495</p> <p>SE: U3: L1: 71 (P.O.), U4: L7: 66, 174-175, U5: L5: 189, 201, U8: L5: 39, 55, U8: L6: 69, 71-87, U8: L7: 88-89, U9: L9: 209-237, U12: L5: 339, 358</p>
(B) describe conventions in myths and epic tales (e.g., extended simile, the quest, the hero's tasks, circle stories); and	<p>Level 1</p> <p>TE: U12: L1: 450-452, U12: L10: 551-552</p> <p>SE: U12: L1: 279</p> <p>Level 2</p> <p>TE: U5: L4: 390-397, U8: L4: 110-121, U8: L5: 125-128</p> <p>SE: U5: L4: 203-208, U8: L4: 58-67, U8: L5: 39, 55</p>
(C) analyze how place and time influence the theme or message of a literary work.	<p>Level 1</p> <p>The following provide an opportunity:</p> <p>TE: U12: L10: 551</p> <p>SE: U12: L10: 279</p> <p>Level 2</p> <p>TE: U1: L3: 26-27, U3: L8: 242-247, U4: L1: 276-278, 283-288, U4: L3: 298-304,</p>

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	<p>U4: L4: 305-311, U4: L8: 337-341, U5: L10: 440-441, U11: L9: 433-439</p> <p>SE: U1: L3: 3-6, U3: L8: 124-125, U4: L1: 145, 147-152, U4: L3: 66, 159-160, U4: L4: 161-165, U4: L7: 177-178, U5: L10: 210, 218, U11: L9: 330-334</p>
(4) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to analyze the importance of graphical elements (e.g., capital letters, line length, word position) on the meaning of a poem.	<p>Level 1</p> <p>TE: U7: L5: 51-52, U7: L6: 60-64, U8: L3:121</p> <p>SE: U7: L6: 33-34</p> <p>Level 2</p> <p>TE: U2: L6: 121-131, U2: L8: 140-144, U2: L9: 145-149, U8: L9: 161-176</p> <p>SE: U2: L6: 57-60, 62, U2: L8: 59, 66-67, U2: L9: 68-69, U8: L9: 93-105</p>
(5) Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to explain a playwright's use of dialogue and stage directions.	<p>Level 2</p> <p>TE: U3: L6: 206-230, U3: L7: 235-241, U3: L8: 242-247, U3: L9: 248-263, U3: L10: 271-272</p> <p>SE: U3: L6: 99, 100, 101-117, U3: L7: 121-123, U3: L8: 124-125, U3: L9: 126-139, U3: L10: 99, 124</p>
(6) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:	
(A) explain the influence of the setting on plot development;	<p>Level 1</p> <p>TE: U9:L2: 203-204, U9: L6: 236-240, U12: L7: 516-533, U12: L10: 551-552</p> <p>SE: U9: L2: 121, U9: L6: 237-239, U12: L7: 316-324</p> <p>Level 2</p> <p>TE: U1: L4: 31-36, U2: L1: 86-92, U3: L1: 164-174, U3: L5: 203-205, U7: L1: 4-6, 11-16, U7: L3: 25-30, U9: L9: 252-263, U11: L3: 390-393</p> <p>SE: U1: L4: 12-15, U2: L1: 37-40, U3: L1: 73-81, U3: L5: 71, 89, U7: L1: 1-3, 5-9, U7: L3: 14-17, U9: L9: 209-237, U11: L3: 305-306</p>
(B) analyze the development of the plot through the internal and external responses of the characters, including their motivations and conflicts; and	<p>Level 1</p> <p>The following provide opportunities:</p> <p>TE: U9:L2: 203-204, U9: L6: 236-240, U12: L7: 516-533, U12: L10: 551-552</p> <p>SE: U9: L2: 121, U9: L6: 237-239, U12: L7: 316-324</p> <p>Level 2</p> <p>TE: U1: L4: 31-36, U2: L1: 86-92, U2: L3: 105-108, U2: L5: 117-119, U3: L1: 164-174, U3: L3: 186-190, U3: L5: 203-205, U4: L4: 305-311, U7: L1: 4-6, 11-16, U7: L3: 25-30, U7: L4: 31-37, U8: L3: 105-109, U8: L4: 110-121, U8: L5: 125-128, U9: L7: 242-246, U9: L9: 252-263, U11: L3: 390-393, U11: L4: 394-403, U11: L6: 409-410, 415-420, U11: L7: 423-426, U11: L9: 433-439, U12: L3: 477-480, U12: L5: 493, U12: L8: 513-517, U12: L10: 527-533</p> <p>SE: U1: L4: 12-15, U2: L1: 37-40, U2: L3: 42-49, U2: L5: 55-56, U3: L1: 73-81, U3: L3: 66, 89, U3: L5: 71, 89, U4: L4: 161-165, U7: L1: 1-3, 5-9, U7: L3: 14-17, U7: L4: 18-21, U8: L3: 55-57, U8: L4: 58-67, U8: L5: 39, 55, U9: L7: 14, 202-203, U9: L9: 209-237, U11: L3: 305-306, U11: L4: 307-314, U11: L6: 317, 319-323, U11: L7:</p>

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	325, U11: L9: 330-334, U12: L3: 358-359, U12: L5: 368, U12: L8: 378-380, U12: L10: 386-390
(C) analyze different forms of point of view, including first-person, third-person omniscient, and third-person limited.	<p>Level 1 The following provide opportunities: TE: U9: L6: 236-240, U9: L10: 263-264</p> <p>Level 2 TE: U2: L1: 80-81, U4: L4: 305-311, U7: L1: 4-6, 11-16, U8: L1: 80-82, 87-96, U8: L4: 110-121, U8: L5: 125-128, U8: L6: 129-131, 136-148, U8: L8: 156-160, U8: L9: 161-176, U8: L10: 179-183, U9: L9: 252-263, U9: L10: 272-273, U11: L3: 390-393, U11: L4: 394-403, U11: L9: 433-439</p> <p>SE: U2: L10: 35, U4: L4: 161-165, U7: L1: 1-3, 5-9, U8: L1: 39, 41-50, U8: L4: 58-67, U8: L5: 39, 55, U8: L6: 69, 71-87, U8: L8: 15, 90-92, U8: L9: 93-105, U8: L10: 35, 106-109, 553, U9: L9: 209-237, U9: L10: 137, 204, U11: L3: 305-306, U11: L4: 307-314, U11: L9: 330-334</p>
(7) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to describe the structural and substantive differences between an autobiography or a diary and a fictional adaptation of it.	<p>Level 2 TE: U3: L7: 235-241 (P.O.), U4: L1: 276-278, 283-288, U4: L3: 298-304, U4: L4: 305-311, U4: L6: 316-318, 323-327, U4: L7: 330-334, U4: L8: 337-341, U4: L9: 342-348, U5: L1: 360-362, 367-372, U5: L3: 384-389, U5: L4: 390-397, U5: L5: 401-402</p> <p>SE: U3: L7: 121-123 (P.O.), U4: L1: 145, 147-152, U4: L3: 66, 159-160, U4: L4: 161-165, U4: L6: 167, 169-173, U4: L7: 66, 174-175, U4: L7: 177-178, U4: L9: 179-183, U5: L1: 189, 191-196, U5: L3: 201-202, U5: L4: 203-208, U5: L5: 189, 201</p>
(8) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to determine the figurative meaning of phrases and analyze how an author's use of language creates imagery, appeals to the senses, and suggests mood.	<p>Level 1 TE: U5: L6: 364-365, U7: L6: 60-63, U9: L1 191-194, U9: L3: 206-209, U9: L7: 241-246, U9: L10: 262-263, U12: L1: 453-456, U12: L2: 466-468, U12: L3: 474-478, U12: L5: 494, U12: L7: 516-533, U12: L10: 549-550</p> <p>SE: U7: L6: 33-34, U9: L1 114, U9: L3: 123-124, U9: L5: 222, U9: L7: 144-145, U9: L10: 161, U12: L1: 280, U12: L2: 289-290, U12: L3: 295-296, U12: L7: 316-324</p> <p>Level 2 TE: U2: L3: 105-108, U2: L4: 109-115, U3: L7: 235-241, U3: L8: 242-247, U3: L9: 248-263, U4: L4: 305-311, U5: L4: 390-397, U7: L4: 31-37, U8: L9: 161-176, U11: L4: 394-403, U11: L9: 433-439, U12: L4: 481-490, U12: L9: 518-524</p> <p>SE: U2: L3: 42-49, U2: L4: 50-54, U3: L7: 121-123, U3: L8: 124-125, U3: L9: 126-139, U4: L4: 161-165, U5: L4: 203-208, U7: L4: 18-21, U8: L9: 93-105, U11: L4: 307-314, U11: L9: 330-334, U12: L4: 360-367, U12: L9: 381-385</p>
(9) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to explain the difference between the	<p>Level 1 The following provide opportunities: TE: U6: L1: 400-402, U6: L3: 422-426, U6: L6: 452-457, U8: L5: 142-144, U8: L6: 152-156, U11: L2: 380-381, U11: L6: 415-417, U12: L4: 489-493</p> <p>SE: U6: L6: 245, U8: L5: 82, U8: L6: 87-90, U11: L2: 232-233, U11: L6: 256-257, U12: L4: 302-304</p> <p>Level 2 TE: U1: L6: 41-51, U3: L7: 235-241, U4: L1: 276-278, 283-288, U4: L3: 298-304, U4: L4: 305-311, U4: L6: 316-318, 323-327, U4: L7: 330-334, U4: L8: 337-341, U4: L9: 342-348, U5: L6: 403-404, 409-412, U5: L7: 415-419, U5: L8: 420-424, U5: L9:</p>

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theme of a literary work and the author's purpose in an expository text.	<p>425-431, U5: L10: 440-441, U6: L1: 444-445, 451-455, U6: L3: 467-471, U6: L4: 472-479, U6: L5: 483-484, U6: L6: 485-487, 492-501, U6: L7: 504-509, 510, U6: L8: 511-516, U6: L9: 517-529</p> <p>SE: U1: L6: 17-21, U3: L7: 121-123, U4: L1: 145, 147-152, U4: L3: 66, 159-160, U4: L4: 161-165, U4: L6: 167, 169-173, U4: L7: 66, 174-175, U4: L7: 177-178, U4: L9: 179-183, U5: L6: 210, 212-215, U5: L7: 216-217, U5: L8: 66, 218-220, U5: L9: 221-224, U5: L10: 210, 218, U6: L1: 229, 230, 231-234, U6: L3: 243-245, U6: L4: 246-250, U6: L5: 229, 243, U6: L6: 252, 255-266, U6: L7: 267-268, U6: L8: 269-272, U6: L9: 253, 273-279</p>
(10) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:	
(A) evaluate a summary of the original text for accuracy of the main ideas, supporting details, and overall meaning;	<p>Level 1</p> <p>TE: U1: L8: 61-63, U1: L9: 64-67, U1: L10: 71, 76-77, U2: L5: 112-120, U2: L9: 143-146, U3: L5: 189-195, U3: L8: 212-215, U3: L9: 217-221, U4: L5: 265-270, U4: L8: 289-292, U5: L7: 366-373, U5: L10: 391, U6: L3: 422-426, U6: L4: 431-434, U6: L7: 459-465, U7: L7: 66-72, U11: L10: 438</p> <p>SE: U1: L7: 26-27, U1: L8: 30-31, U1: L9: 33, U1: L10: 35, 40, U2: L5: 61-63, U3: L5: 101-103, U3: L8: 112-115, U3: L9: 115-116, U4: L5: 140-141, U4: L8: 151-152, U5: L7: 191-194, U6: L3: 228-229, U6: L4: 233-234, U6: L7: 246-247, U7: L7: 36-38</p> <p>Level 2</p> <p>TE: U1: L6: 41-51, U1: L8: 60-62, U1: L9: 63-68, U1: L10: 70-76, U4: L3: 298-304, U4: L7: 330-334, U5: L3: 384-389, U5: L4: 390-397, U5: L7: 415-419, U5: L8: 420-424, U5: L9: 425-431, U7: L6: 42-44, 49-51, U7: L8: 60-64, U7: L9: 65-70, U9: L3: 211-215, U10: L9: 342-350,</p> <p>SE: : U1: L6: 17-21, U1: L8: 19, 26, U1: L9: 27-29, U1: L10: 31-33, U4: L3: 66, 159-160, U4: L7: 66, 174-175, U5: L3: 201-202, U5: L4: 203-208, U5: L7: 216-217, U5: L8: 66, 218-220, U5: L9: 221-224, U7: L6: 23, 25-27, U7: L8: 30-31, U7: L9: 32-34, U9: L3: 14, 126-128, U10: L9: 278-283,</p>
(B) distinguish factual claims from commonplace assertions and opinions;	<p>Level 1</p> <p>The following provide opportunities:</p> <p>TE: U6: L2: 417, U6: L6: 452-457, U8: L4: 131-134, U11: L4: 395-398</p> <p>SE: U6: L2: 224, U6: L6: 245, U8: L4: 77-78, U11: L4: 243-245</p> <p>Level 2</p> <p>TE: U5: L9: 425-431, U6: L6: 485-487, 492-501, U6: L7: 504-509, 510, U6: L8: 511-516, U6: L9: 517-529, U7: L8: 60-64, U7: L9: 65-70, U9: L1: 188-190, 195-201, U9: L3: 211-215, U9: L4: 216-225, U10: L1: 276-278, 283-289, U10: L3: 298-301, U10: L4: 302-311, U10: L7: 333-335, U10: L8: 337-341, U10: L9: 342-350</p> <p>SE: U5: L9: 221-224, U6: L6: 252, 255-266, U6: L7: 267-268, U6: L8: 269-272, U6: L9: 253, 273-279, U7: L8: 30-31, U7: L9: 32-34, U9: L1: 111, 113-120, U9: L3: 14, 126-128, U9: L4: 14, 129-135, U10: L1: 243, 245-252, U10: L3: 257-259, U10: L4: 260-265, U10: L7: 274, U10: L8: 276-277, U10: L9: 278-283</p>
(C) use different organizational patterns as guides for summarizing and forming an overview of different kinds of expository text; and	<p>Level 1</p> <p>TE: U6: L3: 422-426, U6: L6: 452-457, U7: L3: 29-33, U7: L4: 38-40, U8: L3: 123-127, U8: L6: 152-156, U8: L10 180-181</p> <p>SE: U7: L3: 16-18, U7: L4: 22-23, U8: L3: 72-73, U8: L6: 87-88, U8: L10 108</p> <p>Level 2</p> <p>TE: U1: L6: 51, U5: L7: 415-419, U5: L8: 420-424, U5: L9: 425-431, U6: L9: 517-529, U7: L6: 42-44, 49-51, U7: L8: 60-64, U9: L3: 211-215, U9: L4: 216-225, U10:</p>

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	<p>L6: 317-319, 324-330</p> <p>SE: U1: L6: 17-21, U5: L7: 216-217, U5: L8: 66, 218-220, U5: L9: 221-224, U6: L9: 253, 273-279, U7: L6: 23, 25-27, U7: L8: 30-31, U9: L3: 14, 126-128, U9: L4: 14, 129-135, U10: L6: 268, 270-273</p>
(D) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres, and support those findings with textual evidence.	<p>Level 1</p> <p>TE: U6: L5: 436-441, U6: L6: 452-457, U8: L4: 131-134, U12: L4: 489-493</p> <p>SE: U6: L6: 245, U8: L4: 77-78, U12: L4: 302-304</p> <p>Level 2</p> <p>TE: U1: L6: 41-51, U5: L10: 434-439, U6: L8: 511-516, U9: L4: 216-225, U9: L8: 247-252</p> <p>SE: U1: L6: 17-21, U5: L10: 30, 225-228, 371, U6: L8: 269-272, U9: L4: 14, 129-135, U9: L8: 204-206</p>
(11) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:	
(A) analyze the structure of the central argument in contemporary policy speeches (e.g., argument by cause and effect, analogy, authority) and identify the different types of evidence used to support the argument; and	<p>Level 2</p> <p>TE: U6: L6: 485-487, 492-501, U6: L7: 504-509, 510, U6: L8: 511-516, U6: L9: 517-529,</p> <p>SE: U6: L6: 252, 255-266, U6: L7: 267-268, U6: L8: 269-272, U6: L9: 253, 273-279</p>
(B) identify such rhetorical fallacies as ad hominem, exaggeration, stereotyping, or categorical claims in persuasive texts.	<p>Level 1</p> <p>The following provide opportunities:</p> <p>TE: U6: L2: 417, U6: L6: 452-457, U8: L4: 131-134, U11: L4: 395-398</p> <p>SE: U6: L2: 224, U6: L6: 245, U8: L4: 77-78, U11: L4: 243-245</p> <p>Level 2</p> <p>TE: U6: L6: 485-487 (P.O.), 492-501, U6: L7: 504-509, 510(P.O.), U6: L8: 511-516(P.O.), U6: L9: 517-529(P.O.), U10: L4: 302-311, U10: L6: 317-319, 324-330, U10: L9: 342-350</p> <p>SE: U6: L6: 252, 255-266(P.O.), U6: L7: 267-268(P.O.), U6: L8: 269-272(P.O.), U6: L9: 253, 273-279(P.O.), U10: L4: 260-265, U10: L6: 268, 270-273, U10: L9: 278-283</p>
(12) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:	
(A) follow multi-dimensional instructions from text to complete a task, solve a problem, or perform procedures; and	<p>Level 1</p> <p>The following provide opportunities:</p> <p>TE: U3: L6: 197, U4: L6: 273-274, U5: L5: 347-348, U6: L5: 437, U7: L5: 42, U8: L5: 137, U9: L5: 223, U10: L5: 314</p> <p>SE: U3: L6: 14, U5: L5: 175, U7: L5: 16</p>
(B) explain the function of the graphical components of a text.	<p>Level 1</p> <p>TE: U1: L1: 4-5, U1: L1: 10, U1: L5: 37, U1: L6: 45, U2: L1: 80-81, 86, U2: L6: 122, U3: L1: 158-160, U3: L1: 165, U3: L6: 197, U4: L1: 236-238, 243, U5: L1: 310-312, U5: L1: 317-318, U6: L1: 400-402, 407, U6: L4: 432-433, U7: L1: 6, U8: L1: 100-102, 107-108, U9: L1: 188-190, 195-199, U10: L1: 276-278, U10: L6: 328, 330, U11: L1: 369-371, U11: L2: 380-381, U11: L7: 418-424, U11: L10: 442, U12: L1: 450-452</p> <p>SE: U1: L1: 2, U1: L1: 4-5, U1: L6: 14, U2: L1: 41, 43, U3: L1: 83, 85-87, U4: L1: 123, 125-126, U5: L1: 161, 163-165, U6: L1: 215, 217-218, U7: L1: 1, 3-6, U8: L1: 57,</p>

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	59-61, U9: L1: 113, 115-118, U10: L1: 171, 173-175, U10: L6: 202-203, U11: L1: 223, 225-227, U11: L2: 232-233, U11: L7: 258-260, U11: L10: 274, U12: L1: 279, 281-288 Level 2 TE: U1: L6: 41, U7: L8: 60-64, U9: L1: 188-190, 195-201 SE: U1: L6: 17-21, U7: L8: 30-31, U9: L1: 111, 113-120
(13) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:	
(A) interpret both explicit and implicit messages in various forms of media;	At the beginning of each Unit, students watch a video to build background knowledge. Discussion follows which provides opportunities to meet this standard. Level 2 TE: U1: L5: 39-40, U3: L5: 203-205, U6: L10: 532-538, U8: L8: 156-160 SE: U1: L5: 1, U3: L5: 71, 89, U6: L10: 280-284, U8: L8: 15, 90-92
(B) interpret how visual and sound techniques (e.g., special effects, camera angles, lighting, music) influence the message;	At the beginning of each Unit, students watch a video to build background knowledge. Discussion follows which provides opportunities to meet this standard. Level 2 TE: U1: L5: 39-40, U3: L5: 203-205, U3: L8: 242-247, U8: L8: 156-160 SE: U1: L5: 1, U3: L5: 71, 89, U3: L8: 124-125, U8: L8: 15, 90-92
(C) evaluate various ways media influences and informs audiences; and	At the beginning of each Unit, students watch a video to build background knowledge. Discussion follows which provides opportunities to meet this standard.
(D) assess the correct level of formality and tone for successful participation in various digital media.	At the beginning of each Unit, students watch a video to build background knowledge. Discussion follows which provides opportunities to meet this standard.
(14) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:	
(A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;	Level 1 TE: U4: L9: 293-296, U5: L2: 329, U5: L5: 354-357, U5: L8: 374-379, U6: L8: 466-469, U7: L8: 73-77, U8: L8: 164-168, U10: L8: 336-340, U11: L8: 425-428, U12: L8: 534-540, U12: L9: 547-548 SE: U4: L9: 153-154, U5: L5: 182-186, U5: L8: 195-201, U6: L8: 248-251, U7: L8: 39-41, U8: L8: 94-96, U8: L9: 102-103, U10: L8: 206-210, U11: L8: 261-264, U12: L8: 325-328, U12: L9: 334-335 Level 2 TE: U1: L10: 70-75, U2: L10: 151-154, U3: L10: 264-270, U4: L10: 351-356, U5: L10: 434-439, U6: L7: 510, U6: L10: 532-538, U7: L10: 73-76, U8: L10: 179-183, U9: L10: 266-271, U10: L7: 336, U10: L10: 353-360, U11: L7: 427, U11: L10: 442-446, U12: L10: 527-533 SE: U1: L10: 30-34, U2: L10: 30, 70, U3: L10: 30, 140-143, U4: L10: 184-187, U5: L10: 30, 225-228, 371, U6: L10: 280-284, U7: L10: 36-38, U8: L10: 35, 106-109, 553, U9: L10: 238-241, 546, 551, U10: L7: 275, U10: L10: 284-287, U11: L7: 326, U11: L10: 335-337, U12: L10: 386-390
(B) develop drafts by choosing an appropriate organizational strategy	Level 1 TE: U4: L2: 252-253, U4: L5: 271-272, U4: L9: 293-296, U5: L2: 329, U5: L5: 354-

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(e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing;	<p>357, U5: L8: 374-379, U6: L2: 415-416, U6: L5: 442-444, U6: L6: 451, U6: L8: 466-469, U7: L8: 73-77, L9: 80-81, U8: L6: 151, U8: L8: 164-168, U8: L9: 174, U9: L9: 261, U10: L8: 336-340, U11: L8: 425-428, U11: L9: 432-435, U12: L8: 534-540, U12: L9: 547-548</p> <p>SE: U4: L2: 130, U4: L5: 142, U4: L9: 153-154, U5: L5: 182-186, U5: L8: 195-201, U6: L2: 223, U6: L5: 236-238, U6: L6: 244, U6: L8: 248-251, U7: L8: 39-41, L9: 44-45, U8: L6: 86, U8: L8: 94-96, U9: L8: 147-153, U9: L9: 159, U10: L8: 206-210, U11: L8: 261-264, U11: L9: 268-269, U12: L8: 325-328, U12: L9: 334-335</p> <p>Level 2</p> <p>TE: U1: L10: 70-75, U3: L10: 264-270, U4: L10: 351-356, U5: L10: 434-439, U6: L10: 532-538, U7: L10: 73-76, U8: L10: 179-183, U9: L10: 266-271, U10: L10: 353-360, U11: L10: 442-446, U12: L10: 527-533</p> <p>SE: U1: L10: 30-34, U3: L10: 30, 140-143, U4: L10: 184-187, U5: L10: 30, 225-228, 371, U6: L10: 280-284, U7: L10: 36-38, U8: L10: 35, 106-109, 553, U9: L10: 238-241, 546, 551, U10: L10: 284-287, U11: L10: 335-337, U12: L10: 386-390</p>
(C) revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed;	<p>Level 1</p> <p>TE: U4: L2: 252-253, U4: L5: 271-272, U4: L9: 293-296, U5: L2: 329, U5: L5: 354-357, U5: L8: 374-379, U6: L2: 415-416, U6: L5: 442-444, U6: L6: 451, U6: L8: 466-469, U7: L8: 73-77, L9: 80-81, U8: L6: 151, U8: L8: 164-168, U8: L9: 174, U9: L9: 261, U10: L8: 336-340, U11: L8: 425-428, U11: L9: 432-435, U12: L8: 534-540, U12: L9: 547-548</p> <p>SE: U4: L2: 130, U4: L5: 142, U4: L9: 153-154, U5: L5: 182-186, U5: L8: 195-201, U6: L2: 223, U6: L5: 236-238, U6: L6: 244, U6: L8: 248-251, U7: L8: 39-41, L9: 44-45, U8: L6: 86, U8: L8: 94-96, U8: L9: 102-103, U9: L8: 147-153, U9: L9: 159, U10: L8: 206-210, U11: L8: 261-264, U11: L9: 268-269, U12: L8: 325-328, U12: L9: 334-335</p> <p>Level 2</p> <p>TE: U3: L10: 264-270, U4: L10: 351-356, U5: L10: 434-439, U6: L10: 532-538, U7: L10: 73-76, U8: L10: 179-183, U9: L10: 266-271, U10: L10: 353-360, U11: L10: 442-446, U12: L10: 527-533</p> <p>SE: U3: L10: 30, 140-143, U4: L10: 184-187, U5: L10: 30, 225-228, 371, U6: L10: 280-284, U7: L10: 36-38, U8: L10: 35, 106-109, 553, U9: L10: 238-241, 546, 551, U10: L10: 284-287, U11: L10: 335-337, U12: L10: 386-390</p>
(D) edit drafts for grammar, mechanics, and spelling; and	<p>Level 1</p> <p>TE: U4: L2: 252-253, U4: L5: 271-272, U4: L9: 293-296, U5: L2: 329, U5: L5: 354-357, U5: L8: 374-379, U6: L2: 415-416, U6: L5: 442-444, U6: L6: 451, U6: L8: 466-469, U7: L8: 73-77, L9: 80-81, U8: L6: 151, U8: L8: 164-168, U8: L9: 174, U9: L9: 261, U10: L8: 336-340, U11: L8: 425-428, U11: L9: 432-435, U12: L8: 534-540, U12: L9: 547-548</p> <p>SE: U4: L2: 130, U4: L5: 142, U4: L9: 153-154, U5: L5: 182-186, U5: L8: 195-201, U6: L2: 223, U6: L5: 236-238, U6: L6: 244, U6: L8: 248-251, U7: L8: 39-41, L9: 44-45, U8: L6: 86, U8: L8: 94-96, U8: L9: 102-103, U9: L8: 147-153, U9: L9: 159, U10: L8: 206-210, U11: L8: 261-264, U11: L9: 268-269, U12: L8: 325-328, U12: L9: 334-335</p> <p>Level 2</p> <p>TE: U1: L2: 22-25, L10: 264-270, U4: L10: 351-356, U5: L10: 434-439, U6: L10: 532-538, U7: L10: 73-76, U8: L10: 179-183, U9: L10: 266-271, U10: L10: 353-360, U11: L10: 442-446, U12: L10: 527-533</p> <p>SE: U1: L2: 9-10, L10: 30, 140-143, U4: L10: 184-187, U5: L10: 30, 225-228, 371, U6: L10: 280-284, U7: L10: 36-38, U8: L10: 35, 106-109, 553, U9: L10: 238-241,</p>

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	546, 551, U10: L10: 284-287, U11: L10: 335-337, U12: L10: 386-390
(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	<p>Level 1 TE: U4: L2: 252-253, U4: L5: 271-272, U4: L9: 293-296, U5: L2: 329, U5: L5: 354-357, U5: L8: 374-379, U6: L2: 415-416, U6: L5: 442-444, U6: L6: 451, U6: L8: 466-469, U7: L8: 73-77, L9: 80-81, U8: L6: 151, U8: L8: 164-168, U8: L9: 174, U9: L9: 261, U10: L8: 336-340, U11: L8: 425-428, U11: L9: 432-435, U12: L8: 534-540, U12: L9: 547-548 SE: U4: L2: 130, U4: L5: 142, U4: L9: 153-154, U5: L5: 182-186, U5: L8: 195-201, U6: L2: 223, U6: L5: 236-238, U6: L6: 244, U6: L8: 248-251, U7: L8: 39-41, L9: 44-45, U8: L6: 86, U8: L8: 94-96, U8: L9: 102-103, U9: L8: 147-153, U9: L9: 159, U10: L8: 206-210, U11: L8: 261-264, U11: L9: 268-269, U12: L8: 325-328, U12: L9: 334-335</p> <p>Level 2 TE: U3: L10: 264-270, U4: L10: 351-356, U6: L10: 532-538, U7: L10: 73-76, U8: L10: 179-183, U9: L10: 266-271, U10: L10: 353-360, U11: L10: 442-446, U12: L10: 527-533 SE: U3: L10: 30, 140-143, U4: L10: 184-187, U6: L10: 280-284, U7: L10: 36-38, U8: L10: 35, 106-109, 553, U9: L10: 238-241, 546, 551, U10: L10: 284-287, U11: L10: 335-337, U12: L10: 386-390</p>
(15) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:	
(A) write an imaginative story that: (i) sustains reader interest; (ii) includes well-paced action and an engaging story line; (iii) creates a specific, believable setting through the use of sensory details; (iv) develops interesting characters; and (v) uses a range of literary strategies and devices to enhance the style and tone; and	<p>Level 1 TE: U9: L8: 249-256, U12: L8: 534-540 SE: U9: L8: 147-153, U12: L8: 325-328</p> <p>Level 2 TE: U9: L7: 241-242, U9: L10: 266-271, U10: L7: 336, U10: L10: 353-360 SE: U9: L7: 201, U9: L10: 238-241, 546, 551, U10: L7: 275, U10: L10: 284-287</p>
(B) write a poem using: (i) poetic techniques (e.g., rhyme scheme, meter); (ii) figurative language (e.g., personification, idioms, hyperbole); and (iii) graphic elements (e.g., word position).	<p>Level 2 TE: U2: L10: 151-154, U10: L7: 333-335 SE: U2: L10: 30, 70, U10: L7: 274</p>
(16) Writing. Students write about their own experiences. Students are expected to write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or	<p>Level 1 TE: U9: L8: 249-254 SE: U9: L8: 147-151</p>

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consequences.	
(17) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:	
<p>(A) write a multi-paragraph essay to convey information about a topic that:</p> <p>(i) presents effective introductions and concluding paragraphs;</p> <p>(ii) contains a clearly stated purpose or controlling idea;</p> <p>(iii) is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies;</p> <p>(iv) accurately synthesizes ideas from several sources; and</p> <p>(v) uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs;</p>	<p>Level 1</p> <p>TE: U2: L9: 143-146, U3: L9: 217-221, U4: L9: 293-296, U5: L8: 374-379, U7: L8: 73-77, U8: L8: 164-168, U10: L8: 336-340, U11: L8: 425-428</p> <p>SE: U2: L9: 77, U3: L9: 115-116, U4: L9: 153-154, U5: L8: 195-201, U7: L8: 39-41, U8: L8: 94-96, U10: L8: 206-210, U11: L8: 261-264</p> <p>Level 2</p> <p>TE: U3: L10: 264-270, U5: L10: 434-439, U6: L7: 510, U6: L10: 532-538, U8: L10: 179-183, U11: L10: 442-446, U12: L5: 493, U12: L10: 527-533</p> <p>SE: U3: L10: 30, 140-143, U5: L10: 30, 225-228, 371, U6: L10: 280-284, U8: L10: 35, 106-109, 553, U11: L10: 335-337, U12: L5: 368, U12: L10: 386-390</p>
(B) write a letter that reflects an opinion, registers a complaint, or requests information in a business or friendly context;	<p>Level 2</p> <p>TE: U1: L5: 38-39, U10: L5: 314</p> <p>SE: U1: L5: 11, 16, U10: L5: 266-267</p>
(C) write responses to literary or expository texts that demonstrate the writing skills for multi-paragraph essays and provide sustained evidence from the text using quotations when appropriate; and	<p>Level 1</p> <p>TE: U1: L6: 49-50, U1: L7: 56-57, U1: L9: 64-67, U2: L3: 104-105, U2: L7: 133-135, U2: L9: 143-146, U3: L2: 174-175, U4: L2: 252-253, U4: L5: 271-272, U4: L6: 278-280, U4: L9: 293-296, U5: L2: 329, U5: L5: 354-357, U5: L8: 374-379, U6: L2: 415-416, U6: L5: 442-444, U6: L6: 451, U6: L8: 466-469, U7: L5: 48-50, U7: L8: 73-77, L9: 80-81, U8: L5: 142-144, U8: L8: 164-168, U9: L5: 228-230, U9: L7: 247-248, U9: L8: 249-256, U10: L5: 314-321, U10: L6: 327, U10: L8: 336-340, U11: L8: 425-428, U12: L5: 503-506, U12: L8: 534-540, U12: L9: 547-548</p> <p>SE: U1: L7: 27, U2: L3: 55, U2: L7: 70-71, U2: L9: 77, U3: L2: 91, U4: L2: 130, U4: L5: 143, U4: L6: 144-145, U4: L9: 153-154, U5: L2: 170, U5: L5: 182-186, U5: L8: 195-201, U6: L2: 223, U6: L5: 236-238, U6: L6: 244, U6: L8: 248-251, U7: L5: 25-26, U7: L8: 39-41, L9: 44-45, U8: L5: 80-81, U8: L8: 94-96, U9: L5: 135-137, U9: L7: 146, U9: L8: 147-153, U10: L5: 194-196, U10: L6: 200-201, U10: L7: 329-335, U10: L8: 206-210, U11: L8: 261-264, U12: L5: 306-308, U12: L8: 325-328, U12: L9: 334-335</p> <p>Level 2</p> <p>TE: U1: L5: 38-39, U1: L10: 70-75, U2: L5: 117-119, U2: L8: 140-144, U3: L3: 186-190, U3: L5: 202-205, U3: L8: 242-247, U3: L10: 264-270, U4: L3: 298-304, U4: L5: 313-314, U4: L7: 330-334, U4: L8: 337-341, U4: L10: 351-356, U5: L3: 384-389, U5: L5: 400, U5: L8: 420-424, U5: L10: 434-439, U6: L3: 467-471, U6: L5: 482, U6: L5: 251, U6: L7: 504-509, 510, U6: L8: 511-516, U7: L3: 25-30, U7: L5: 40, U7: L7: 56-59, U8: L3: 105-109, U8: L5: 124, U8: L7: 151-155, U8: L8: 156-160, U8: L10: 179-183, U9: L3: 211-215, U9: L5: 228, U9: L7: 242-246, U9: L8: 247-252, U10: L3: 298-301, U10: L5: 314, U10: L7: 333-335, U10: L8: 337-341, U11: L5: 406-406,</p>

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	<p>U11: L7: 423-426, U11: L8: 428-432, U12: L3: 477-480, U12: L5: 493, U12: L7: 509-512, U12: L8: 513-517, U12: L10: 527-533</p> <p>SE: U1: L5: 11, 16, U1: L10: 30-34, U2: L5: 55-56, U2: L8: 59, 66-67, U3: L3: 66, 89, U3: L5: 97-98, U3: L8: 124-125, U3: L10: 30, 140-143, U4: L3: 66, 159-160, U4: L5: 166, U4: L7: 175, U4: L7: 177-178, U4: L10: 184-187, U5: L3: 201-202, U5: L5: 209, U5: L8: 66, 218-220, U5: L10: 30, 225-228, 371, U6: L3: 243-245, U6: L7: 267-268, U6: L8: 269-272, U7: L3: 14-17, U7: L5: 22, U7: L7: 14, 29, U8: L3: 55-57, U8: L5: 68, U8: L7: 88-89, U8: L8: 15, 90-92, U8: L10: 35, 106-109, 553, U9: L3: 14, 126-128, U9: L5: 136, U9: L7: 14, 202-203, U9: L8: 204-206, U10: L3: 257-259, U10: L5: 266-267, U10: L7: 274, U10: L8: 276-277, U11: L5: 315-316, U11: L7: 325, U11: L8: 327-329, U12: L3: 358-359, U12: L5: 368, U12: L7: 376-377, U12: L8: 378-380, U12: L10: 386-390</p>
(D) produce a multimedia presentation involving text and graphics using available technology.	
(18) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write a persuasive essay to the appropriate audience that:	
(A) establishes a clear thesis or position;	<p>Level 2</p> <p>TE: U7: L10: 73-76, U11: L5: 406-406</p> <p>SE: U7: L10: 36-38, U11: L5: 315-316</p>
(B) considers and responds to the views of others and anticipates and answers reader concerns and counter-arguments; and	<p>Level 2</p> <p>TE: U7: L10: 73-76, U10: L5: 314, U11: L5: 406-406</p> <p>SE: U7: L10: 36-38, U10: L5: 266-267, U11: L5: 315-316</p>
(C) includes evidence that is logically organized to support the author's viewpoint and that differentiates between fact and opinion.	<p>Level 2</p> <p>TE: U7: L10: 73-76, U11: L5: 406-406</p> <p>SE: U7: L10: 36-38, U11: L5: 315-316</p>
(19) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:	
<p>(A) identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking:</p> <p>(i) verbs (perfect and progressive tenses) and participles;</p> <p>(ii) appositive phrases;</p> <p>(iii) adverbial and adjectival phrases and clauses;</p> <p>(iv) conjunctive adverbs (e.g., consequently, furthermore, indeed);</p> <p>(v) prepositions and prepositional phrases and their influence on subject-verb agreement;</p> <p>(vi) relative pronouns (e.g., whose, that, which);</p> <p>(vii) subordinating conjunctions (e.g., because, since); and</p>	<p>Level 1</p> <p>TE: U1: L3: 25-27, U1: L4: 32, U1: L8: 59-60, U1: L10: 72-75, U2: L2: 96-98, U2: L3: 102-103, U2: L4: 107-108, U2: L5: 120-121, U2: L8: 137-138, U2: L10: 149, U3: L3: 179-181, U3: L4: 184, U3: L7: 208-210, U3: L10: 230-231, U4: L2: 249-251, U4: L3: 257, U4: L4: 261, U4: L7: 285-287, U4: L10: 299, 305, U5: L2: 325-328, U5: L3: 333-334, U5: L4: 341, U5: L5: 347-353, U5: L9: 382-387, U5: L10: 392-393, 395-397, U6: L2: 413-415, U6: L3: 420-421, U6: L4: 428, U6: L9: 472-473, U6: L10: 477, 480-483, U7: L2: 18-19, U7: L3: 27-28, U7: L4: 35, U7: L9: 81-86, U7: L10: 93-97, U8: L2: 114-116, U8: L3: 121-123, U8: L4: 129-130, U8: L9: 171-173, U8: L10: 179, U8: L10: 184-185, U9: L2: 202, U9: L3: 209-210, U9: L4: 216, U9: L9: 259-260, U9: L10: 265, U9: L10: 272-273, U10: L2: 290-292, U10: L3: 299-300, U10: L4: 307-308, U10: L9: 343-349, U10: L10: 357-358, U11: L2: 377-380, U11: L4: 393, U11: L9: 432-433, U11: L10: 439, U11: L10: 445-446, U12: L2: 469-472, U12: L4: 485-487, U12: L9: 543-545, U12: L10: 555-556</p> <p>SE: U1: L3: 12-13, U1: L8: 29, U1: L10: 36-37, 39, U2: L2: 50, U2: L3: 53-54, U2: L4: 57-58, U2: L5: 64, U2: L10: 79, U3: L2: 89, U3: L3: 94, U3: L4: 97, U3: L7: 109-110, U3: L10: 120-121, U4: L2: 128-129, U4: L3: 133, U4: L7: 148-149, U4: L10: 159, U5: L2: 167-169, U5: L3: 173-174, U5: L4: 179, U5: L9: 204-208, U5: L10: 211, 213-214, U6: L2: 221-222, U6: L3: 226-227, U6: L4: 231, U6: L9: 254-255,</p>

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(viii) transitions for sentence to sentence or paragraph to paragraph coherence;	<p>U6: L10: 260-262, U7: L2: 8-9, U7: L3: 15, U7: L4: 20, U7: L9: 46-49, U7: L10: 53-56, U8: L2: 64-66, U8: L3: 70-71, U8: L4: 75, U8: L9: 99-101, U8: L10 107, U8: L10 111, U9: L2 120, U9: L3: 125-126, U9: L4: 131, U9: L9: 156-158, U9: L10: 162, U9: L10: 169-170, U10: L2: 178-180, U10: L3: 186, U10: L4: 190, U10: L9: 213-215, U10: L10: 220-221, U11: L2: 230-231, U11: L4: 241, U11: L9: 267, U11: L10: 271, U11: L10: 277-278, U12: L2: 291-293, U12: L4: 300, U12: L9: 331, U12: L10: 338-339</p> <p>Level 2</p> <p>TE: U1: L2: 17-21, U1: L4: 31-36, U1: L6: 41, U1: L7: 52-59, U2: L2: 95-104, U2: L7: 134-136, U3: L2: 178-185, U3: L4: 191-200, U3: L7: 232-234, U3: L9: 248-263, U4: L2: 291-290, U4: L7: 335-336, U4: L9: 342-348, U4: L10: 351-356, U5: L2: 375-380, U5: L4: 390-397, U6: L2: 458-464, 464-466, U6: L4: 472-479, U7: L2: 19-21, 22-24, U7: L4: 31-37, U8: L2: 98-102, 103-104, U8: L9: 161-176, U9: L2: 203-210, U9: L4: 216-225, U10: L2: 292-297, U10: L4: 302-311, U11: L2: 382-385, U11: L4: 394-403, U11: L9: 433-439, U12: L2: 469-473, U12: L4: 481-490, U12: L9: 518-524</p> <p>SE: U1: L2: 7-8, U1: L4: 12-15, U1: L7: 18, 22-25, U2: L2: 42-48, U2: L7: 63-64, U3: L2: 83-88, U3: L4: 90-96, U3: L7: 119-120, U3: L9: 126-139, U4: L2: 154-156, U4: L7: 176, U4: L9: 179-183, U4: L10: 184-187, U5: L2: 197-198, U5: L4: 203-208, U6: L2: 235-240, 241-242, U6: L4: 246-250, U7: L2: 10-11, 12-13, U7: L4: 18-21, U8: L2: 51-53, 54, U8: L9: 93-105, U9: L2: 121-123, 124-125, U9: L4: 14, 129-135, U10: L2: 253-255, 256, U10: L4: 260-265, U11: L2: 299-301, U11: L4: 307-314, U11: L9: 330-334, U12: L2: 350-354, U12: L4: 360-367, U12: L9: 381-385</p>
(B) write complex sentences and differentiate between main versus subordinate clauses; and	<p>Level 1</p> <p>TE: U3: L5: 195-196, U4: L5: 271-272, U4: L10: 303, U5: L3: 335-339, U5: L5: 354-357, U5: L6: 363, U6: L2: 415-416, U6: L6: 451, U8: L2: 116, U8: L3: 121-123, U8: L6: 151, U9: L7: 247-248, U10: L6: 327, U11: L6: 414, U11: L10: 439, U12: L6: 513</p> <p>SE: U4: L5: 142, U4: L10: 157, U5: L3: 175-177, U5: L5: 182-186, U5: L6: 190, U6: L2: 223, U6: L6: 244, U8: L2: 66, U8: L3: 70-71, U8: L6: 86, U9: L7: 146, U10: L6: 200-201, U11: L6: 255, U11: L10: 271, U12: L6: 313</p> <p>Level 2</p> <p>TE: U1: L2: 22-25, U1: L7: 52-59, U2: L2: 104, U2: L7: 134-136, U3: L2: 178-185, U3: L7: 232-234, U4: L2: 291-290, 295-297, U4: L9: 342-348, U4: L10: 351-356, U5: L2: 381-383, U6: L2: 458-464, 464-466, U7: L2: 19-21, 22-24, U8: L2: 98-102, 103-104, U9: L2: 203-210, U10: L2: 292-297, U11: L2: 386-389</p> <p>SE: U1: L2: 9-10, U1: L7: 18, 22-25, U2: L2: 48, U2: L7: 63-64, U3: L2: 83-88, U3: L7: 119-120, U4: L2: 154-156, 157-158, U4: L9: 179-183, U4: L10: 184-187, U5: L2: 199-200, U6: L2: 235-240, 241-242, U7: L2: 10-11, 12-13, U8: L2: 51-53, 54, U9: L2: 121-123, 124-125, , U10: L2: 253-255, 256, U11: L2: 302-404</p>
(C) use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses.	<p>Level 1</p> <p>TE: U3: L5: 195-196, U4: L5: 271-272, U4: L10: 303, U5: L3: 335-339, U5: L5: 354-357, U5: L6: 363, U6: L2: 415-416, U6: L6: 451, U8: L2: 116, U8: L3: 121-123, U8: L6: 151, U9: L7: 247-248, U10: L6: 327, U11: L6: 414, U11: L10: 439, U12: L6: 513</p> <p>SE: U4: L5: 142, U4: L10: 157, U5: L3: 175-177, U5: L5: 182-186, U5: L6: 190, U6: L2: 223, U6: L6: 244, U8: L2: 66, U8: L3: 70-71, U8: L6: 86, U9: L7: 146, U10: L6: 200-201, U11: L6: 255, U11: L10: 271, U12: L6: 313</p> <p>Level 2</p> <p>TE: U1: L2: 22-25, U1: L7: 52-59, U2: L2: 104, U2: L7: 134-136, U3: L2: 178-185, U3: L7: 232-234, U4: L2: 291-290, 295-297, U4: L9: 342-348, U4: L10: 351-356, U5: L2: 381-383, U5: L4: 390-397, U6: L2: 458-464, 464-466, U7: L2: 19-21, 22-24,</p>

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	<p>U8: L2: 98-102, 103-104, U9: L2: 203-210, U10: L2: 292-297, U11: L2: 386-389, U12: L2: 474-476</p> <p>SE: U1: L2: 9-10, U1: L7: 18, 22-25, U2: L2: 48, U2: L7: 63-64, U3: L2: 83-88, U3: L7: 119-120, U4: L2: 154-156, 157-158, U4: L9: 179-183, U4: L10: 184-187, U5: L2: 199-200, U5: L4: 203-208, U6: L2: 235-240, 241-242, U7: L2: 10-11, 12-13, U8: L2: 51-53, 54, U9: L2: 121-123, 124-125, U10: L2: 253-255, 256, U11: 302-404, U12: L2: 355-357</p>
(20) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:	
(A) use conventions of capitalization; and	<p>Level 1</p> <p>TE: U1: L2: 18-20, U2: L2: 96-98, U2: L5: 120-121, U4: L3: 257, U4: L7: 285, U5: L5: 354-357, U5: L6: 358-359, U6: L6: 447-448, U7: L2: 20-21, U7: L6: 53-54, U7: L6: 59, U8: L6: 147-148, U8: L6: 151, U8: L9: 174, U9: L6: 231-232, U10: L2: 293, U10: L6: 322-323, U11: L6: 409-410, U12: L6: 507-508</p> <p>SE: U1: L2: 9, U2: L2: 50, U2: L5: 64, U4: L3: 133, U5: L6: 186, U6: L6: 240, U7: L2: 10-11, U7: L6: 28, U7: L6: 32, U8: L6: 83, U8: L6: 86, U8: L9: 102-103, U9: L6: 138, U10: L2: 181, U10: L6: 197, U11: L6: 251, U12: L6: 309</p> <p>Word Training: U4: L13, U4: L14, U4: L15, U4: L16, U5: L17, U5: L18, U5: L19, U5: L20, U6: L21, U6: L22, U6: L23, U6: L24, U7: L25, U7: L26, U7: L27, U7: L28, U8: L29, U8: L30, U8: L31, U8: L32, U9: L33, U9: L34, U9: L35, U9: L36, U10: L37, U10: L38, U10: L39, U10: L40, U11: L41, U11: L42, U11: L43, U12: L44, U12: L45, U12: L46</p> <p>Level 2</p> <p>TE: U1: L2: 22-25, U2: L2: 104, U6: L4: 472-479, U9: L4: 216-225</p> <p>SE: U1: L2: 9-10, U2: L2: 48, U6: L4: 246-250, U9: L4: 14, 129-135</p>
(B) recognize and use punctuation marks including: (i) commas after introductory words, phrases, and clauses; and (ii) semicolons, colons, and hyphens.	<p>Level 1</p> <p>TE: U1: L2: 18-20, U4: L3: 257, U6: L8: 468, U7: L2: 20, U8: L4: 130, U10: L2: 293</p> <p>SE: U4: L3: 133, U6: L8: 251, U7: L2: 10-11, U10: L2: 181</p> <p>Level 2</p> <p>TE: U1: L2: 22-25, U2: L2: 104, U2: L7: 134-136, U3: L2: 178-185, U3: L4: 191-200, U6: L2: 458-464, 464-466, U7: L2: 19-21, 22-24, U8: L2: 98-102, 103-104, U9: L4: 216-225, U9: L7: 241-242, U11: L2: 386-389, U12: L4: 481-490</p> <p>SE: U1: L2: 9-10, U2: L2: 48, U2: L7: 63-64, U3: L2: 83-88, U3: L4: 90-96, U6: L2: 235-240, 241-242, U7: L2: 10-11, 12-13, U8: L2: 51-53, 54, U9: L4: 14, 129-135, U9: L7: 201, U11: L2: 302-404, U12: L4: 360-367</p>
(21) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.	<p>Level 1</p> <p>TE: U5: L6: 358-359, U6: L6: 447-448, U7: L6: 53-54, U8: L6: 147-148, U9: L6: 231-232, U10: L6: 322-323, U11: L6: 409-410, U12: L6: 507-508</p> <p>SE: U5: L6: 186, U6: L6: 240, U7: L6: 28, U8: L6: 83, U9: L6: 138, U10: L6: 197, U11: L6: 251, U12: L6: 309</p> <p>Word Training: U4: L13, U4: L14, U4: L15, U4: L16, U5: L17, U5: L18, U5: L19, U5: L20, U6: L21, U6: L22, U6: L23, U6: L24, U7: L25, U7: L26, U7: L27, U7: L28, U8: L29, U8: L30, U8: L31, U8: L32, U9: L33, U9: L34, U9: L35, U9: L36, U10: L37, U10: L38, U10: L39, U10: L40, U11: L41, U11: L42, U11: L43, U12: L44, U12: L45, U12: L46</p>
(22) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:	
(A) brainstorm, consult with others, decide upon a topic, and formulate a	Level 1

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major research question to address the major research topic; and	The following provide opportunities: TE: U11: L8: 425-428 SE: U11: L8: 261-264
(B) apply steps for obtaining and evaluating information from a wide variety of sources and create a written plan after preliminary research in reference works and additional text searches.	Level 1 The following provide opportunities: TE: U11: L8: 425-428 SE: U11: L8: 261-264
(23) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:	
(A) follow the research plan to gather information from a range of relevant print and electronic sources using advanced search strategies;	Level 1 The following provide opportunities: TE: U11: L8: 425-428 SE: U11: L8: 261-264
(B) categorize information thematically in order to see the larger constructs inherent in the information; (C) record bibliographic information (e.g., author, title, page number) for all notes and sources according to a standard format; and	Level 1 The following provide opportunities: TE: U11: L8: 425-428 SE: U11: L8: 261-264
(D) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.	
(24) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:	
(A) narrow or broaden the major research question, if necessary, based on further research and investigation; and	
(B) utilize elements that demonstrate the reliability and validity of the sources used (e.g., publication date, coverage, language, point of view) and explain why one source is more useful than another.	
(25) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:	
(A) draws conclusions and summarizes or paraphrases the findings in a systematic way;	Level 1 TE: U11: L8: 425-428 SE: U11: L8: 261-264
(B) marshals evidence to explain the topic and gives relevant reasons for conclusions;	Level 1 TE: U11: L8: 425-428 SE: U11: L8: 261-264

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(C) presents the findings in a meaningful format; and	Level 1 The following provide opportunities: TE: U11: L8: 425-428 SE: U11: L8: 261-264
(D) follows accepted formats for integrating quotations and citations into the written text to maintain a flow of ideas.	
(26) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:	
(A) listen to and interpret a speaker's purpose by explaining the content, evaluating the delivery of the presentation, and asking questions or making comments about the evidence that supports a speaker's claims;	Level 1 TE: U1: L1: 4-5, 11-13, U1: L3: 27-30, U1: L6: 44-48, L9: 64-67, U2: L3: 104-105, U2: L6: 122-127, U3: L1: 158-160, U3: L6: 197-201, U3: L9: 217-221, U4: L1: 236-237, U4: L6: 273-277, U4: L9: 293-296, U5: L1: 317-322, U5: L5: 347-353, U6: L10: 476, U7: L5: 42-47, U8: L1: 107-111, U8: L5: 136-141, U8: L10 178, U9: L10: 263-264, U9: L10: 267-268, U10: L5: 314-318, U11: L5: 400-404, U12: L5: 495-503, U12: L10: 551-552 SE: U1: L3: 14-15, U2: L6: 65, U3: L1: 83, U3: L6: 104, U4: L6: 143, U5: L5: 175, U7: L5: 24, U8: L5: 79, U9: L10: 164-165, U10: L5: 194, U11: L5: 246, U12: L5: 305 Level 2 The following provide opportunities: TE: U6: L1: 444-445, 451-455, U6: L3: 467-471, U6: L4: 472-479, U6: L5: 483-484, U6: L6: 485-487, 492-501, U6: L7: 504-509, 510, U6: L8: 511-516, U6: L9: 517-529 SE: U6: L1: 229, 230, 231-234, U6: L3: 243-245, U6: L4: 246-250, U6: L5: 229, 243, U6: L6: 252, 255-266, U6: L7: 267-268, U6: L8: 269-272, U6: L9: 253, 273-279
(B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems; and	Level 1 The following matches provide opportunity for students to answer questions orally: TE: U1: L1: 4-5, 11-13, U1: L3: 27-30, U1: L6: 44-48, L9: 64-67, U2: L3: 104-105, U2: L6: 122-127, U3: L1: 158-160, U3: L6: 197-201, U3: L9: 217-221, U4: L1: 236-237, U4: L6: 273-277, U4: L9: 293-296, U5: L1: 317-322, U5: L5: 347-353, U6: L10: 476, U7: L5: 42-47, U8: L1: 107-111, U8: L5: 136-141, U8: L10 178, U9: L10: 263-264, U9: L10: 267-268, U10: L5: 314-318, U11: L5: 400-404, U12: L5: 495-503, U12: L10: 551-552 SE: U1: L3: 14-15, U2: L6: 65, U3: L1: 83, U3: L6: 104, U4: L6: 143, U5: L5: 175, U7: L5: 24, U8: L5: 79, U9: L10: 164-165, U10: L5: 194, U11: L5: 246, U12: L5: 305
(C) draw conclusions about the speaker's message by considering verbal communication (e.g., word choice, tone) and nonverbal cues (e.g., posture, gestures, facial expressions).	
(27) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to	

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<p>apply earlier standards with greater complexity. Students are expected to present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively.</p>	
<p>(28) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.</p>	<p>Level 1 TE: U1: L1: 4-5, 11-13, U1: L3: 27-30, U1: L6: 44-48, L9: 64-67, U2: L3: 104-105, U2: L6: 122-127, U3: L1: 158-160, U3: L6: 197-201, U3: L9: 217-221, U4: L1: 236-237, U4: L6: 273-277, U4: L9: 293-296, U5: L1: 317-322, U5: L5: 347-353, U6: L10: 476, U7: L5: 42-47, U8: L1: 107-111, U8: L5: 136-141, U8: L10: 178, U9: L10: 263-264, U9: L10: 267-268, U10: L5: 314-318, U11: L5: 400-404, U12: L5: 495-503, U12: L10: 551-552 SE: U1: L3: 14-15, U2: L6: 65, U3: L1: 83, U3: L6: 104, U4: L6: 143, U5: L5: 175, U7: L5: 24, U8: L5: 79, U9: L10: 164-165, U10: L5: 194, U11: L5: 246, U12: L5: 305</p> <p>Level 2 TE: U1: L1: 11-15, U1: L5: 39-40, U1: L8: 60-62, U1: L10: 76, U2: L5: 119-120, U2: L10: 155, U3: L3: 186-190, U3: L5: 203-205, U3: L10: 271-272, U4: L5: 314-315, U4: L7: 330-334, U4: L10: 351-357, U5: L1: 360-362, 367-372, U5: L5: 401-402, U5: L10: 440-441, U6: L5: 483-484, U7: L5: 41, U7: L10: 77, U8: L5: 125-128, U8: L10: 184-185, U9: L5: 229-230, U9: L10: 272-273, U10: L5: 315-316, U10: L10: 361-362, U11: L5: 407, U11: L10: 447, U12: L5: 494-495, U12: L10: 534-535 SE: U1: L1: 3-6, U1: L5: 1, U1: L8: 19, 26, U2: L5: 49, U2: L10: 57, 67, U3: L3: 66, 89, U3: L5: 71, 89, U3: L10: 99, 124, U4: L5: 146, 159, U4: L7: 175, U4: L10: 184-187, U5: L1: 189, 191-196, U5: L5: 189, 201, U5: L10: 210, 218, U6: L5: 229, 243, U7: L5: 1, 16, U7: L10: 23, 30, U8: L5: 39, 55, U8: L10: 69, 90, U9: L5: 111, 126-128, U9: L10: 137, 204, U10: L5: 243, 257, U10: L7: 268, 276, U11: L5: 289, 305, U11: L10: 317, 327, U12: L5: 339, 358, U12: L10: 369, 378</p>

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Grade 8 TEKS	Language! Live Matches
Knowledge and Skills	
<p>(1) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text.</p>	<p>Level 1</p> <p>TE: U1: L1: 10-13, U1: L4: 31-35, U1:L8: 58-59, U2: L3: 99, U2: L4: 106, U2: L4: 108, U2: L8: 136, U3: L3: 176, U3: L4: 183, 185, U3: L8: 211, U3: L10: 226-227, U4: L1: 243-246, U4: L3: 254, U4: L4: 260, U4: L4: 262, U4: L8: 288, U4: L10: 300-301, U5: L3: 330, U5: L4: 340, 342, U5: L9: 380, U5: L9: 388, U6: L1: 407-410, U6: L3: 418, U6: L4: 427, 429-430, U6: L9: 470, U7: L3: 22, U7: L4: 34, 36-37, U7: L9: 78, U8: L3: 117, U8: L4: 128, 131, U8: L9: 169, U8: L9: 175, U9: L3: 205, U9: L4: 215, 217, U9: L9: 257, U10: L3: 294, U10: L4: 306, 308-309, U10: L7: 329-335, U10: L9: 341, U10: L9: 349-350, U11: L3: 382, U11: L4: 392, 394, U11: L9: 429, U12: L3: 473, U12: L4: 484, 487-488, U12: L9: 541, U12: L9: 546-547</p> <p>SE: U1: L1: 4-5, U1: L4: 16-18, U1:L8: 28, U2: L3: 51, U2: L4: 56, U2: L8: 72, U3: L3: 92, U3: L4: 96, 98, U3: L8: 111, U3: L10: 118, U4: L1: 125-126, U4: L3: 131, U4: L4: 135, U4: L4: 137, U4: L8: 150, U4: L10: 156, U5: L3: 171, U5: L4: 178, U5: L9: 202, U5: L9: 209, U6: L1: 217-218, U6: L3: 225, U6: L4: 230, 232, U6: L9: 252, U7: L3: 12, U7: L4: 19, 21, U7: L9: 42, U8: L3: 67, U8: L4: 74, 76, U8: L9: 97, U8: L9: 104-105, U9: L3: 122, U9: L4: 129, 131, U9: L9: 154, U10: L3: 182, U10: L4: 189, 191, U10: L7: 203-205, U10: L9: 211, U10: L9: 216-217, U11: L3: 234, U11: L4: 240, 242, U11: L9: 265, U12: L3: 294, U12: L4: 299, 301, U12: L9: 329, U12: L9: 332-333</p> <p>Word Training: U2: L5, U2: L6, U2: L7, U2: L8, U3: L9, U3: L10, U3: L11, U3: L12, U4: L13, U4: L14, U4: L15, U4: L16, U5: L17, U5: L18, U5: L19, U5: L20, U6: L21, U6: L22, U6: L23, U6: L24, U7: L25, U7: L26, U7: L27, U7: L28, U8: L29, U8: L30, U8: L31, U8: L32, U9: L33, U9: L34, U9: L35, U9: L36, U10: L37, U10: L38, U10: L39, U10: L40, U11: L41, U11: L42, U11: L43, U12: L44, U12: L45, U12: L46</p> <p>Level 2</p> <p>TE: U1: L1: 11-15, U1: L3: 26-27, U1: L4: 31-36, U1: L6: 48-51, U1: L8: 60-62, U1: L9: 63-68, U2: L3: 105-108, U2: L4: 109-115, U2: L6: 128-131, U2: L8: 140-144, U2: L9: 145-149, U3: L1: 164-174, U3: L3: 186-190, U3: L4: 191-200, U3: L6: 206-208, 213-230, U3: L8: 242-247, U3: L9: 248-263, U4: L1: 276-278, 283-288, U4: L3: 298-304, U4: L4: 305-311, U4: L6: 316-318, 323-327, U4: L8: 337-341, U4: L9: 342-348, U5: L1: 360-362, 367-372, U5: L3: 384-389, U5: L4: 390-397, U5: L6: 403-404, 409-412, U5: L8: 420-424, U5: L9: 425-431, U6: L1: 444-445, 451-455, U6: L3: 467-471, U6: L4: 472-479, U6: L6: 485-487, 492-501, U6: L7: 504-509, 510, U6: L8: 511-516, U6: L9: 517-529, U7: L1: 4-6, 11-16, U7: L3: 25-30, U7: L4: 31-37, U7: L6: 42-44, 49-51, U7: L8: 60-64, U7: L8: 30-31, U7: L9: 65-70, U8: L1: 80-82, 87-96, U8: L3: 105-109, U8: L4: 110-121, U8: L6: 129-131, 136-148, U8: L9: 161-176, U9: L1: 188-190, 195-201, U9: L3: 211-215, U9: L4: 216-225, U9: L6: 231-233, 238, U9: L8: 247-252, U9: L9: 252-263, U10: L1: 276-278, 283-289, U10: L3: 298-301, U10: L4: 302-311, U10: L6: 317-319, 324-330, U10: L8: 337-341, U10: L9: 342-350, U11: L1: 366-367, 372-379, U11: L3: 390-393, U11: L4: 394-403, U11: L6: 409-410, 415-420, U11: L9: 433-439, U12: L1: 452-454, 459-466, U12: L3: 477-480, U12: L4: 481-490, U12: L6: 496-497, 502-506, U12: L8: 513-517, U12: L9: 518-524</p> <p>SE: U1: L1: 3-6, U1: L4: 12-15, U1: L6: 19-21, U1: L8: 19, 26, U1: L9: 27-29, U2: L3: 42-49, U2: L4: 50-54, U2: L6: 59-60, U2: L8: 59, 66-67, U2: L9: 68-69, U3: L1: 73-81, U3: L3: 66, 89, U3: L4: 90-96, U3: L6: 99, 101-117, U3: L8: 124-125, U3: L9: 126-139, U4: L1: 145, 147-152, U4: L3: 66, 159-160, U4: L4: 161-165, U4: L6: 167, 169-173, U4: L7: 177-178, U4: L9: 179-183, U5: L1: 189, 191-196, U5: L3: 201-202, U5: L4: 203-208, U5: L6: 210, 212-215, U5: L8: 66, 218-220, U5: L9: 221-224, U6: L1: 229, 230, 231-234, U6: L3: 243-245, U6: L4: 246-250, U6: L6: 252, 255-</p>

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(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	
(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;	Level 1 TE: U5: L3: 331-333 SE: U5: L3: 172 Level 2 TE: U1: L6: 42, U4: L1: 276-277, U5: L1: 360-362, U8: L6: 129-130 SE: U5: L1: 189
(B) use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words or words with novel meanings;	Level 1 TE: U1: L1: 6-9, U1: L2: 14-15, U1: L3: 21-24, U1: L5: 36-37, U1: L7: 51-52, U1: L10: 68-69, U2: L1: 82-85, U2: L2: 92-94, U2: L5: 111-112, U2: L7: 130-133, U2: L10: 147-148, U3: L1: 161-164, U3: L2: 170-171, U3: L3: 177-179, U3: L5: 187-188, U3: L7: 205-208, U4: L1: 239-242, U4: L2: 247-248, U4: L3: 255-256, U4: L5: 264-265, U4: L7: 281-284, U4: L10: 297-298, U5: L1: 313-316, U5: L2: 323-324, U5: L3: 331-333, U5: L6: 360-362, U5: L10: 389-390, U6: L1: 403-406, U6: L2: 411-412, U6: L6: 449-450, U6: L10: 474-475, U7: L1: 7-10, U7: L2: 16-17, U7: L6: 55-58, U7: L10: 87-88, 90, U8: L1: 100-102, U8: L2: 112-113, U8: L6: 149-150, U8: L10: 176-177, U9: L1: 191-194, U9: L2: 200-201, U9: L6: 233-236, U10: L1: 279-282, U10: L2: 288-290, U10: L6: 324-326, U10: L10: 351-352, U11: L2: 375-377, U11: L3: 383-386, U11: L6: 411-413, U11: L9: 430-431, U11: L10: 436-437, U12: L2: 466-468, U12: L3: 474-478, U12: L6: 509-512, U12: L9: 542-543, U12: L10: 549-550 SE: U1: L1: 3-5, U1: L2: 6, U1: L3: 11, U1: L5: 19, U1: L7: 25, U1: L10: 34, U2: L1: 42, U2: L2: 47-48, U2: L5: 60, U2: L7: 68-69, U2: L10: 78, U3: L1: 84, U3: L2: 88, U3: L5: 100, U3: L7: 108, U4: L1: 124, U4: L2: 127, U4: L3: 132, U4: L5: 139, U4: L7: 147, U4: L10: 155, 160, U5: L1: 162, U5: L2: 166, U5: L3: 172, U5: L6: 187-189, U5: L10: 210, U6: L1: 216, U6: L2: 219-220, U6: L6: 241-243, U6: L10: 256, U7: L1: 2, U7: L2: 7, U7: L6: 29-31, U7: L10: 50, U8: L1: 58, U8: L2: 62-63, U8: L6: 84-85, U8: L10: 106, U9: L1: 114, U9: L2: 119, U9: L6: 139-140, U10: L1: 172, U10: L2: 176-177, U10: L6: 198-199, U10: L10: 218, U11: L2: 228-229, U11: L3: 236, U11: L6: 252, U11: L9: 266, U11: L10: 270, U12: L2: 289-290, U12: L3: 295-296, U12: L6: 310-312, U12: L9: 330, U12: L10: 337 Word Training: U2: L5, U2: L6, U2: L7, U2: L8, U3: L9, U3: L10, U3: L11, U3: L12, U4: L13, U4: L14, U4: L15, U4: L16, U5: L17, U5: L18, U5: L19, U5: L20, U6: L21, U6: L22, U6: L23, U6: L24, U7: L25, U7: L26, U7: L27, U7: L28, U8: L29, U8: L30, U8: L31, U8: L32, U9: L33, U9: L34, U9: L35, U9: L36, U10: L37, U10: L38, U10: L39, U10: L40, U11: L41, U11: L42, U11: L43, U12: L44, U12: L45, U12: L46 Level 2 TE: U1: L1: 7-10, U1: L2: 16-17, U1: L4: 31-36, U1: L5: 37-38, TE: U1: L6: 44-51, U1: L7: 52-53, U1: L9: 63-68, U1: L10: 69-70, U2: L1: 82-85, U2: L2: 93-94, U2: L4: 109-115, U2: L5: 116-117, U2: L6: 124-131, U2: L7: 132-133, U2: L10: 150-151, U3: L1: 160-174, U3: L2: 175-178, U3: L4: 191-200, U3: L5: 201-202, U3: L6: 209-

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(C) complete analogies that describe a function or its description (e.g., pen: paper as chalk: _____ or soft: kitten as hard: _____);	<p>Level 1</p> <p>TE: U9: L6: 233-236, L6: 324-326, U11: L6: 411-413, U11: L10: 443-444, U12: L6: 509-512</p> <p>SE: U12: L6: 509-512, U10: L6: 199, U11: L6: 253-254, U11: L10: 275-276, U12: L6: 310-312</p>
(D) identify common words or word parts from other languages that are used in written English (e.g., phenomenon, charisma, chorus, passé, flora, fauna); and	<p>Level 1</p> <p>The following provide opportunities:</p> <p>TE: U5: L6: 364-365, U11: L3: 383-386, U11: L10: 443-444, U12: L3: 474-478</p> <p>SE: U11: L3: 235-236, U11: L10: 275-276, U12: L3: 295-296</p> <p>Level 2</p> <p>TE: U3: L9: 248-263, U4: L4: 305-311</p> <p>SE: U3: L9: 126-139, U4: L4: 161-165</p>
(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.	<p>Level 1</p> <p>TE: U1: L1: 6-9, U1: L2: 14-15, U1: L3: 21-24, U1: L5: 36-37, U1: L7: 51-52, U1: L10: 68-69, U2: L1: 82-85, U2: L2: 92-94, U2: L5: 111-112, U2: L7: 130-133, U2: L10: 147-148, U3: L1: 161-164, U3: L2: 170-171, U3: L3: 177-179, U3: L5: 187-188, U3: L7: 205-208, U4: L1: 239-242, U4: L2: 247-248, U4: L3: 255-256, U4: L5: 264-265, U4: L7: 281-284, U4: L10: 297-298, U5: L1: 313-316, U5: L2: 323-324, U5: L3: 331-333, U5: L6: 360-362, U5: L10: 389-390, U6: L1: 403-406, U6: L2: 411-412, U6: L6: 449-450, U6: L10: 474-475, U7: L1: 7-10, U7: L2: 16-17, U7: L6: 55-58, U7: L10: 87-88, 90, U8: L1: 100-102, U8: L2: 112-113, U8: L6: 149-150, U8: L10: 176-177, U9: L1: 191-194, U9: L2: 200-201, U9: L6: 233-236, U10: L1: 279-282, U10: L2:</p>

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	<p>288-290, U10: L6: 324-326, U10: L10: 351-352, U11: L2: 375-377, U11: L3: 383-386, U11: L6: 411-413, U11: L9: 430-431, U11: L10: 436-437, U12: L2: 466-468, U12: L3: 474-478, U12: L6: 509-512, U12: L9: 542-543, U12: L10: 549-550</p> <p>SE: U1: L1: 3-5, U1: L2: 6, U1: L3: 11, U1: L5: 19, U1: L7: 25, U1: L10: 34, U2: L1: 42, U2: L2: 47-48, U2: L5: 60, U2: L7: 68-69, U2: L10: 78, U3: L1: 84, U3: L2: 88, U3: L5: 100, U3: L7: 108, U4: L1: 124, U4: L2: 127, U4: L3: 132, U4: L5: 139, U4: L7: 147, U4: L10: 155, 160, U5: L1: 162, U5: L2: 166, U5: L3: 172, U5: L6: 187-189, U5: L10: 210, U6: L1: 216, U6: L2: 219-220, U6: L6: 241-243, U6: L10: 256, U7: L1: 2, U7: L2: 7, U7: L6: 29-31, U7: L10: 50, U8: L1: 58, U8: L2: 62-63, U8: L6: 84-85, U8: L10: 106, U9: L1: 114, U9: L2: 119, U9: L6: 139-140, U10: L1: 172, U10: L2: 176-177, U10: L6: 198-199, U10: L10: 218, U11: L2: 228-229, U11: L3: 236, U11: L6: 252, U11: L9: 266, U11: L10: 270, U12: L2: 289-290, U12: L3: 295-296, U12: L6: 310-312, U12: L9: 330, U12: L10: 337</p> <p>Word Training: U2: L5, U2: L6, U2: L7, U2: L8, U3: L9, U3: L10, U3: L11, U3: L12, U4: L13, U4: L14, U4: L15, U4: L16, U5: L17, U5: L18, U5: L19, U5: L20, U6: L21, U6: L22, U6: L23, U6: L24, U7: L25, U7: L26, U7: L27, U7: L28, U8: L29, U8: L30, U8: L31, U8: L32, U9: L33, U9: L34, U9: L35, U9: L36, U10: L37, U10: L38, U10: L39, U10: L40, U11: L41, U11: L42, U11: L43, U12: L44, U12: L45, U12: L46</p> <p>Level 2</p> <p>TE: U1: L1: 7-10, U1: L6: 44-47, U1: L7: 52-53, U2: L1: 82-85, U2: L6: 124-127, U3: L1: 160-163, U3: L2: 175-178, U3: L6: 209-212, U4: L1: 279-282, U4: L6: 319-327, U5: L1: 363-366, U5: L6: 405-408, U6: L1: 447-450, U6: L6: 488-491, U7: L1: 7-10, U7: L6: 45-48, U7: L7: 52-55, U8: L1: 83-86, U8: L6: 132-135, U9: L1: 191-194, U9: L2: 202-203, U9: L6: 234-237, U10: L1: 279-282, U10: L6: 320-323, U11: L1: 368-371, U11: L6: 411-414, U12: L1: 455-458, U12: L6: 498-501</p> <p>SE: U1: L1: 2, U1: L6: 18, U1: L7: 18, U2: L1: 36, U2: L6: 58, U3: L1: 72, U3: L2: 72, 82, U3: L6: 100, U4: L1: 146, U4: L6: 168, U5: L1: 190, U5: L6: 211, U6: L1: 230, U6: L6: 254, U7: L1: 4, U7: L6: 24, U7: L7: 24, 28, U8: L1: 40, U8: L6: 70, U9: L1: 112, U9: L6: 138, U10: L1: 244, U10: L6: 269, U11: L1: 290, U11: L6: 318, U12: L1: 340, U12: L6: 370</p>
(3) Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:	
(A) analyze literary works that share similar themes across cultures;	<p>Level 1</p> <p>The following provide an opportunity:</p> <p>TE: U12: L10: 551</p> <p>SE: U12: L10: 279</p> <p>Level 2</p> <p>TE: U4: L7: 330-334, U8: L5: 125-128, U8: L6: 129-131, 136-148, U8: L7: 151-155, U9: L9: 252-263, U11: L7: 423-426, U11: L8: 428-432, U11: L9: 433-439, U12: L3: 477-480 (P.O.),</p> <p>SE: U4: L7: 66, 174-175, U8: L5: 39, 55, U8: L6: 69, 71-87, U8: L7: 88-89, U9: L9: 209-237, U11: L7: 325, U11: L8: 327-329, U11: L9: 330-334, U12: L3: 358-359 (P.O.),</p>
(B) compare and contrast the similarities and differences in mythologies from various cultures (e.g., ideas of afterlife, roles and characteristics of deities, purposes of myths); and	<p>Level 1</p> <p>The following provide opportunities:</p> <p>TE: U12: L1:450-452, U12: L10: 551-552</p> <p>SE: U12: L1: 279</p> <p>Level 2</p>

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	<p>The following provide opportunities: TE: U8: L4: 110-121, U8: L6: 129-131, 136-148 SE: U8: L4: 58-67, U8: L6: 69, 71-87</p>
(C) explain how the values and beliefs of particular characters are affected by the historical and cultural setting of the literary work.	<p>Level 2 TE: U2: L1: 80-81 (P.O.), U3: L4: 191-200 (P.O.), U3: L8: 242-247 (P.O.), U4: L3: 298-304, U4: L4: 305-311, U4: L8: 337-341, U5: L10: 440-441, U8: L6: 129-131, 136-148, U11: L8: 428-432, U11: L9: 433-439, U12: L3: 477-480 (P.O.) SE: U2: L10: 35 (P.O.), U3: L4: 90-96 (P.O.), U3: L8: 124-125 (P.O.), U4: L3: 66, 159-160, U4: L4: 161-165, U4: L7: 177-178, U5: L10: 210, 218, U8: L6: 69, 71-87, U11: L8: 327-329, U11: L9: 330-334, U12: L3: 358-359 (P.O.)</p>
(4) Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to compare and contrast the relationship between the purpose and characteristics of different poetic forms (e.g., epic poetry, lyric poetry).	<p>Level 1 TE: U7: L5: 51-52, U7: L6: 60-64, U8: L3:121 SE: U7: L6: 33-34 Level 2 TE: U2: L6: 121-131, U2: L8: 140-144, U2: L9: 145-149, U8: L9: 161-176 SE: U2: L6: 57-60, 62, U2: L8: 59, 66-67, U2: L9: 68-69, U8: L9: 93-105</p>
(5) Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to analyze how different playwrights characterize their protagonists and antagonists through the dialogue and staging of their plays.	<p>Level 2 TE: U3: L6: 206-230, U3: L7: 235-241, U3: L8: 242-247, U3: L9: 248-263, U3: L10: 271-272 SE: U3: L6: 99, 100, 101-117, U3: L7: 121-123, U3: L8: 124-125, U3: L9: 126-139, U3: L10: 99, 124</p>
(6) Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:	
(A) analyze linear plot developments (e.g., conflict, rising action, falling action, resolution, subplots) to determine whether and how conflicts are resolved;	<p>Level 1 The following provide opportunities: TE: U9:L2: 203-204, U9: L6: 236-240, U12: L7: 516-533, U12: L10: 551-552 SE: U9: L2: 121, U9: L6: 237-239, U12: L7: 316-324 Level 2 TE: U2: L1: 86-92, U2: L3: 105-108, U3: L1: 164-174, U3: L4: 191-200, U7: L1: 4-6, 11-16, U7: L3: 25-30, U9: L9: 252-263 SE: U2: L1: 37-40, U2: L3: 42-49, U3: L1: 73-81, U3: L4: 90-96, U7: L1: 1-3, 5-9, U7: L3: 14-17, U8: L1: 39, 41-50, U9: L9: 209-237</p>
(B) analyze how the central characters' qualities influence the theme of a fictional work and resolution of the central conflict; and	<p>Level 1 The following provide opportunities: TE: U9: L2: 203-204, U9: L6: 236-240, U12: L7: 516-533, U12: L10: 551-552 SE: U9: L2: 121, U9: L6: 237-239, U12: L7: 316-324 Level 2</p>

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(C) analyze different forms of point of view, including limited versus omniscient, subjective versus objective.	<p>Level 1 The following provide opportunities: TE: U9: L6: 236-240, U9: L10: 263-264</p> <p>Level 2 TE: U2: L1: 80-81 (P.O.), U4: L4: 305-311, U7: L1: 4-6, 11-16, U8: L1: 80-82, 87-96, U8: L4: 110-121, U8: L5: 125-128, U8: L6: 129-131, 136-148, U8: L8: 156-160, U8: L9: 161-176, U8: L10: 179-183, U9: L9: 252-263, U9: L10: 272-273, U11: L3: 390-393, U11: L4: 394-403, U11: L9: 433-439</p> <p>SE: U2: L10: 35 (P.O.), U4: L4: 161-165, U7: L1: 1-3, 5-9, U8: L1: 39, 41-50, U8: L4: 58-67, U8: L5: 39, 55, U8: L6: 69, 71-87, U8: L8: 15, 90-92, U8: L9: 93-105, U8: L10: 35, 106-109, 553, U9: L9: 209-237, U9: L10: 137, 204, U11: L3: 305-306, U11: L4: 307-314, U11: L9: 330-334</p>
(7) Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to analyze passages in well-known speeches for the author's use of literary devices and word and phrase choice (e.g., aphorisms, epigraphs) to appeal to the audience.	<p>Level 1 The following provide opportunities: TE: U3: L7: 235-241, SE: U3: L7: 121-123,</p> <p>Level 2 TE: U4: L1: 276-278, 283-288, U4: L3: 298-304, U4: L4: 305-311, U4: L6: 316-318, 323-327, U4: L7: 330-334, U4: L8: 337-341, U4: L9: 342-348, U5: L1: 360-362, 367-372, U5: L3: 384-389, U5: L4: 390-397, U5: L5: 401-402</p> <p>SE: U4: L1: 145, 147-152, U4: L3: 66, 159-160, U4: L4: 161-165, U4: L6: 167, 169-173, U4: L7: 66, 174-175, U4: L7: 177-178, U4: L9: 179-183, U5: L1: 189, 191-196, U5: L3: 201-202, U5: L4: 203-208, U5: L5: 189, 201</p>
(8) Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to explain the effect of similes and extended metaphors in literary text.	<p>Level 1 TE: U5: L6: 364-365, U7: L6: 60-63, U9: L1 191-194, U9: L3: 206-209, U9: L7: 241-246, U9: L10: 262-263, U12: L1: 453-456, U12: L2: 466-468, U12: L3: 474-478, U12: L5: 494, U12: L7: 516-533, U12: L10: 549-550</p> <p>SE: U7: L6: 33-34, U9: L1 114, U9: L3: 123-124, U9: L5: 222, U9: L7: 144-145, U9: L10: 161, U12: L1: 280, U12: L2: 289-290, U12: L3: 295-296, U12: L7: 316-324</p> <p>Level 2 TE: U2: L3: 105-108, U2: L4: 109-115, U3: L4: 191-200, U3: L7: 235-241, U3: L8: 242-247, U3: L9: 248-263, U4: L4: 305-311, U5: L4: 390-397, U7: L4: 31-37, U8: L4: 110-121, U8: L9: 161-176, U11: L4: 394-403, U11: L9: 433-439, U12: L4: 481-490, U12: L9: 518-524,</p> <p>SE: U2: L3: 42-49, U2: L4: 50-54, U3: L4: 90-96, U3: L7: 121-123, U3: L8: 124-125,</p>

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(9) Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to analyze works written on the same topic and compare how the authors achieved similar or different purposes.	<p>Level 1 The following provide opportunities: TE: U6: L1: 400-402, U6: L3: 422-426, U6: L6: 452-457, U8: L5: 142-144, U8: L6: 152-156, U11: L2: 380-381, U11: L6: 415-417, U12: L4: 489-493 SE: U6: L6: 245, U8: L5: 82, U8: L6: 87-90, U11: L2: 232-233, U11: L6: 256-257, U12: L4: 302-304</p> <p>Level 2 TE: U1: L6: 41-51, U4: L1: 276-278, 283-288, U4: L3: 298-304, U4: L4: 305-311, U4: L6: 316-318, 323-327, U4: L7: 330-334, U4: L8: 337-341, U4: L9: 342-348, U5: L6: 403-404, 409-412, U5: L7: 415-419, U5: L8: 420-424, U5: L9: 425-431, U5: L10: 434-439, U5: L10: 440-441, U6: L1: 444-445, 451-455, U6: L3: 467-471, U6: L4: 472-479, U6: L5: 483-484, U6: L6: 485-487, 492-501, U6: L7: 504-509, 510, U6: L8: 511-516, U6: L9: 517-529 SE: U1: L6: 17-21, U4: L1: 145, 147-152, U4: L3: 66, 159-160, U4: L4: 161-165, U4: L6: 167, 169-173, U4: L7: 66, 174-175, U4: L7: 177-178, U4: L9: 179-183, U5: L6: 210, 212-215, U5: L7: 216-217, U5: L8: 66, 218-220, U5: L9: 221-224, U5: L10: 30, 225-228, 371, U5: L10: 210, 218, U6: L1: 229, 230, 231-234, U6: L3: 243-245, U6: L4: 246-250, U6: L5: 229, 243, U6: L6: 252, 255-266, U6: L7: 267-268, U6: L8: 269-272, U6: L9: 253, 273-279</p>
(10) Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:	
(A) summarize the main ideas, supporting details, and relationships among ideas in text succinctly in ways that maintain meaning and logical order;	<p>Level 1 TE: U1: L8: 61-63, U1: L9: 64-67, U1: L10: 71, 76-77, U2: L5: 112-120, U2: L9: 143-146, U3: L5: 189-195, U3: L8: 212-215, U3: L9: 217-221, U4: L5: 265-270, U4: L8: 289-292, U5: L7: 366-373, U5: L10: 391, U6: L3: 422-426, U6: L4: 431-434, U6: L7: 459-465, U7: L7: 66-72, U11: L10: 438 SE: U1: L7: 26-27, U1: L8: 30-31, U1: L9: 33, U1: L10: 35, 40, U2: L5: 61-63, U3: L5: 101-103, U3: L8: 112-115, U3: L9: 115-116, U4: L5: 140-141, U4: L8: 151-152, U5: L7: 191-194, U6: L3: 228-229, U6: L4: 233-234, U6: L7: 246-247, U7: L7: 36-38</p> <p>Level 2 TE: U1: L6: 48-51, U1: L8: 60-62, U1: L9: 63-68, U1: L10: 70-76, U4: L3: 298-304, U4: L7: 330-334, U5: L3: 384-389, U5: L4: 390-397, U5: L7: 415-419, U5: L8: 420-424, U5: L9: 425-431, U6: L3: 467-471, U7: L6: 42-44, 49-51, U7: L8: 60-64, U7: L9: 65-70, U9: L3: 211-215, U10: L9: 342-350 SE: U1: L6: 21, U1: L8: 19, 26, U1: L9: 27-29, U1: L10: 31-33, U4: L3: 66, 159-160, U4: L7: 66, 174-175, U5: L3: 201-202, U5: L4: 203-208, U5: L7: 216-217, U5: L8: 66, 218-220, U5: L9: 221-224, U6: L3: 243-245, U7: L6: 23, 25-27, U7: L8: 30-31, U7: L9: 32-34, U9: L3: 14, 126-128, U10: L9: 278-283</p>
(B) distinguish factual claims from commonplace assertions and opinions and evaluate inferences from their logic in text;	<p>Level 1 The following provide opportunities: TE: U6: L2: 417, U6: L6: 452-457, U8: L4: 131-134, U11: L4: 395-398 SE: U6: L2: 224, U6: L6: 245, U8: L4: 77-78, U11: L4: 243-245</p> <p>Level 2 TE: U5: L9: 425-431, U6: L6: 485-487, 492-501, U6: L7: 504-509, 510, U6: L8: 511-516, U6: L9: 517-529, U7: L8: 60-64, U7: L9: 65-70, U9: L1: 188-190, 195-201, U9: L3: 211-215, U10: L1: 276-278, 283-289, U10: L3: 298-301, U10: L4: 302-311,</p>

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(C) make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns; and	<p>Level 1</p> <p>TE: U6: L3: 422-426, U6: L6: 452-457, U7: L3: 29-33, U7: L4: 38-40, U8: L3: 123-127, U8: L6: 152-156, U8: L10 180-181</p> <p>SE: U7: L3: 16-18, U7: L4: 22-23, U8: L3: 72-73, U8: L6: 87-88, U8: L10 108</p> <p>Level 2</p> <p>TE: U5: L3: 384-389, U5: L9: 425-431, U6: L8: 511-516, U6: L9: 517-529, U7: L6: 42-44, 49-51, U7: L8: 60-64, U9: L3: 211-215, U9: L4: 216-225, U10: L6: 317-319, 324-330, U10: L7: 333-335, U10: L8: 337-341</p> <p>SE: U5: L3: 201-202, U5: L9: 221-224, U6: L8: 269-272, U6: L9: 253, 273-279, U7: L6: 23, 25-27, U7: L8: 30-31, U9: L3: 14, 126-128, U9: L4: 14, 129-135, U10: L6: 268, 270-273, U10: L7: 274, U10: L8: 276-277</p>
(D) synthesize and make logical connections between ideas within a text and or across two or three texts representing similar or different genres and support those findings with textual evidence.	<p>Level 1</p> <p>TE: U6: L5: 436-441, U6: L6: 452-457, U8: L4: 131-134, U12: L4: 489-493</p> <p>SE: U6: L6: 245, U8: L4: 77-78, U12: L4: 302-304</p> <p>Level 2</p> <p>TE: U1: L6: 41-51, U5: L3: 384-389, U5: L10: 434-439, U6: L8: 511-516, U7: L6: 42-44, 49-51, U9: L4: 216-225, U9: L8: 247-252, U10: L9: 342-350</p> <p>SE: U1: L6: 17-21, U5: L3: 201-202, U5: L10: 30, 225-228, 371, U6: L8: 269-272, U7: L6: 23, 25-27, U9: L4: 14, 129-135, U9: L8: 204-206, U10: L9: 278-283</p>
(11) Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:	
(A) compare and contrast persuasive texts that reached different conclusions about the same issue and explain how the authors reached their conclusions through analyzing the evidence each presents; and	<p>Level 1</p> <p>The following provide opportunities:</p> <p>TE: U6: L6: 452-457</p> <p>SE: U6: L6: 245</p> <p>Level 2</p> <p>TE: U6: L8: 511-516 (P.O.), U10: L8: 337-341, U10: L9: 342-350</p> <p>SE: U6: L8: 269-272 (P.O.), U10: L8: 276-277, U10: L9: 278-283</p>
(B) analyze the use of such rhetorical and logical fallacies as loaded terms, caricatures, leading questions, false assumptions, and incorrect premises in persuasive texts.	<p>Level 1</p> <p>The following provide opportunities:</p> <p>TE: U6: L2: 417, U6: L6: 452-457, U8: L4: 131-134, U11: L4: 395-398</p> <p>SE: U6: L2: 224, U6: L6: 245, U8: L4: 77-78, U11: L4: 243-245</p> <p>Level 2</p> <p>TE: U6: L6: 485-487, 492-501, U10: L4: 302-311, U10: L6: 317-319, 324-330, U10: L9: 342-350,</p> <p>SE: U6: L6: 252, 255-266, U10: L4: 260-265, U10: L6: 268, 270-273, U10: L9: 278-283</p>
(12) Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:	
(A) analyze text for missing or extraneous information in multi-step directions or legends for diagrams;	

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and	
(B) evaluate graphics for their clarity in communicating meaning or achieving a specific purpose.	<p>Level 1 TE: U1: L1: 4-5, U1: L1: 10, U1:L5: 37, U1: L6: 45, U2: L1: 80-81, 86, U2: L6: 122, U3: L1: 158-160, U3: L1: 165, U3: L6: 197,U4: L1: 236-238, 243, U5: L1: 310-312, U5: L1: 317-318, U6: L1: 400-402, 407, U6: L4: 432-433, U7: L1: 6, U8: L1: 100-102, 107-108, U9: L1: 188-190, 195-199, U10: L1: 276-278, U10: L6: 328, 330, U11: L1: 369-371, U11: L2: 380-381, U11: L7: 418-424, U11: L10: 442, U12: L1: 450-452 SE: U1:L1: 2, U1: L1:4-5, U1: L6: 14, U2: L1:41, 43, U3: L1: 83, 85-87, U4: L1: 123, 125-126, U5: L1: 161, 163-165, U6: L1: 215, 217-218, U7: L1: 1, 3-6, U8: L1: 57, 59-61, U9: L1: 113, 115-118, U10: L1: 171, 173-175, U10: L6: 202-203, U11: L1: 223, 225-227, U11: L2: 232-233, U11: L7: 258-260, U11: L10: 274, U12: L1: 279, 281-288 Level 2 TE: U7: L8: 60-64, U9: L1: 188-190, 195-201, SE: U7: L8: 30-31, U9: L1: 111, 113-120</p>
(13) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:	
(A) evaluate the role of media in focusing attention on events and informing opinion on issues;	At the beginning of each Unit, students watch a video to build background knowledge. Discussion follows which provides opportunities to meet this standard.
(B) interpret how visual and sound techniques (e.g., special effects, camera angles, lighting, music) influence the message;	<p>At the beginning of each Unit, students watch a video to build background knowledge. Discussion follows which provides opportunities to meet this standard.</p> <p>Level 2 TE: U1: L5: 39-40, U3: L5: 203-205, U3: L8: 242-247, U6: L10: 532-538, U8: L8: 156-160 SE: U1: L5: 1, U3: L5: 71, 89, U3: L8: 124-125, U6: L10: 280-284, U8: L8: 15, 90-92</p>
(C) evaluate various techniques used to create a point of view in media and the impact on audience; and	<p>At the beginning of each Unit, students watch a video to build background knowledge. Discussion follows which provides opportunities to meet this standard.</p> <p>Level 2 TE: U1: L5: 39-40, U6: L10: 530-531, U8: L8: 156-160 SE: U1: L5: 1, U6: L10: 253, 273-279, U8: L8: 15, 90-92</p>
(D) assess the correct level of formality and tone for successful participation in various digital media.	At the beginning of each Unit, students watch a video to build background knowledge. Discussion follows which provides opportunities to meet this standard.
(14) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:	
(A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;	<p>Level 1 TE: U4: L9: 293-296, U5: L2: 329, U5: L5: 354-357, U5: L8: 374-379, U6: L8: 466-469, U7: L8: 73-77, U8: L8: 164-168, U10: L8: 336-340, U11: L8: 425-428, U12: L8: 534-540, U12: L9: 547-548 SE: U4: L9: 153-154, U5: L5: 182-186, U5: L8: 195-201, U6: L8: 248-251, U7: L8: 39-41, U8: L8: 94-96, U8: L9: 102-103, U10: L8: 206-210, U11: L8: 261-264, U12: L8: 325-328, U12: L9: 334-335 Level 2</p>

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	<p>TE: U1: L10: 70-75, U2: L10: 151-154, U3: L10: 264-270, U4: L10: 351-356, U5: L10: 434-439, U6: L7: 510, U6: L10: 532-538, U7: L10: 73-76, U8: L10: 179-183, U9: L10: 266-271, U10: L7: 336, U10: L10: 353-360, U11: L7: 427, U11: L10: 442-446, U12: L10: 527-533</p> <p>SE: U1: L10: 30-34, U2: L10: 30, 70, U3: L10: 30, 140-143, U4: L10: 184-187, U5: L10: 30, 225-228, 371, U6: L10: 280-284, U7: L10: 36-38, U8: L10: 35, 106-109, 553, U9: L10: 238-241, 546, 551, U10: L7: 275, U10: L10: 284-287, U11: L7: 326, U11: L10: 335-337, U12: L10: 386-390</p>
(B) develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing;	<p>Level 1</p> <p>TE: U4: L2: 252-253, U4: L5: 271-272, U4: L9: 293-296, U5: L2: 329, U5: L5: 354-357, U5: L8: 374-379, U6: L2: 415-416, U6: L5: 442-444, U6: L6: 451, U6: L8: 466-469, U7: L8: 73-77, L9: 80-81, U8: L6: 151, U8: L8: 164-168, U8: L9: 174, U9: L9: 261, U10: L8: 336-340, U11: L8: 425-428, U11: L9: 432-435, U12: L8: 534-540, U12: L9: 547-548</p> <p>SE: U4: L2: 130, U4: L5: 142, U4: L9: 153-154, U5: L5: 182-186, U5: L8: 195-201, U6: L2: 223, U6: L5: 236-238, U6: L6: 244, U6: L8: 248-251, U7: L8: 39-41, L9: 44-45, U8: L6: 86, U8: L8: 94-96, U9: L8: 147-153, U9: L9: 159, U10: L8: 206-210, U11: L8: 261-264, U11: L9: 268-269, U12: L8: 325-328, U12: L9: 334-335</p> <p>Level 2</p> <p>TE: U1: L10: 70-75, U3: L10: 264-270, U4: L10: 351-356, U5: L10: 434-439, U6: L10: 532-538, U7: L10: 73-76, U8: L10: 179-183, U9: L10: 266-271, U10: L10: 353-360, U11: L10: 442-446, U12: L10: 527-533</p> <p>SE: U1: L10: 30-34, U3: L10: 30, 140-143, U4: L10: 184-187, U5: L10: 30, 225-228, 371, U6: L10: 280-284, U7: L10: 36-38, U8: L10: 35, 106-109, 553, U9: L10: 238-241, 546, 551, U10: L10: 284-287, U11: L10: 335-337, U12: L10: 386-390</p>
(C) revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed;	<p>Level 1</p> <p>TE: U4: L2: 252-253, U4: L5: 271-272, U4: L9: 293-296, U5: L2: 329, U5: L5: 354-357, U5: L8: 374-379, U6: L2: 415-416, U6: L5: 442-444, U6: L6: 451, U6: L8: 466-469, U7: L8: 73-77, L9: 80-81, U8: L6: 151, U8: L8: 164-168, U8: L9: 174, U9: L9: 261, U10: L8: 336-340, U11: L8: 425-428, U11: L9: 432-435, U12: L8: 534-540, U12: L9: 547-548</p> <p>SE: U4: L2: 130, U4: L5: 142, U4: L9: 153-154, U5: L5: 182-186, U5: L8: 195-201, U6: L2: 223, U6: L5: 236-238, U6: L6: 244, U6: L8: 248-251, U7: L8: 39-41, L9: 44-45, U8: L6: 86, U8: L8: 94-96, U8: L9: 102-103, U9: L8: 147-153, U9: L9: 159, U10: L8: 206-210, U11: L8: 261-264, U11: L9: 268-269, U12: L8: 325-328, U12: L9: 334-335</p> <p>Level 2</p> <p>TE: U1: L2: 22-25, U3: L10: 264-270, U4: L10: 351-356, U5: L10: 434-439, U6: L10: 532-538, U7: L10: 73-76, U8: L10: 179-183, U9: L10: 266-271, U10: L10: 353-360, U11: L10: 442-446, U12: L10: 527-533</p> <p>SE: U1: L2: 9-10, U3: L10: 30, 140-143, U4: L10: 184-187, U5: L10: 30, 225-228, 371, U6: L10: 280-284, U7: L10: 36-38, U8: L10: 35, 106-109, 553, U9: L10: 238-241, 546, 551, U10: L10: 284-287, U11: L10: 335-337, U12: L10: 386-390</p>
(D) edit drafts for grammar, mechanics, and spelling; and	<p>Level 1</p> <p>TE: U4: L2: 252-253, U4: L5: 271-272, U4: L9: 293-296, U5: L2: 329, U5: L5: 354-357, U5: L8: 374-379, U6: L2: 415-416, U6: L5: 442-444, U6: L6: 451, U6: L8: 466-469, U7: L8: 73-77, L9: 80-81, U8: L6: 151, U8: L8: 164-168, U8: L9: 174, U9: L9: 261, U10: L8: 336-340, U11: L8: 425-428, U11: L9: 432-435, U12: L8: 534-540, U12: L9: 547-548</p> <p>SE: U4: L2: 130, U4: L5: 142, U4: L9: 153-154, U5: L5: 182-186, U5: L8: 195-201,</p>

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	<p>U6: L2: 223, U6: L5: 236-238, U6: L6: 244, U6: L8: 248-251, U7: L8: 39-41, L9: 44-45, U8: L6: 86, U8: L8: 94-96, U8: L9: 102-103, U9: L8: 147-153, U9: L9: 159, U10: L8: 206-210, U11: L8: 261-264, U11: L9: 268-269, U12: L8: 325-328, U12: L9: 334-335</p> <p>Level 2</p> <p>TE: U1: L2: 22-25, U3: L10: 264-270, U4: L10: 351-356, U5: L10: 434-439, U6: L10: 532-538, U7: L10: 73-76, U8: L10: 179-183, U9: L10: 266-271, U10: L10: 353-360, U11: L10: 442-446, U12: L10: 527-533</p> <p>SE: U1: L2: 9-10, U3: L10: 30, 140-143, U4: L10: 184-187, U5: L10: 30, 225-228, 371, U6: L10: 280-284, U7: L10: 36-38, U8: L10: 35, 106-109, 553, U9: L10: 238-241, 546, 551, U10: L10: 284-287, U11: L10: 335-337, U12: L10: 386-390</p>
(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	<p>Level 1</p> <p>TE: U4: L2: 252-253, U4: L5: 271-272, U4: L9: 293-296, U5: L2: 329, U5: L5: 354-357, U5: L8: 374-379, U6: L2: 415-416, U6: L5: 442-444, U6: L6: 451, U6: L8: 466-469, U7: L8: 73-77, L9: 80-81, U8: L6: 151, U8: L8: 164-168, U8: L9: 174, U9: L9: 261, U10: L8: 336-340, U11: L8: 425-428, U11: L9: 432-435, U12: L8: 534-540, U12: L9: 547-548</p> <p>SE: U4: L2: 130, U4: L5: 142, U4: L9: 153-154, U5: L5: 182-186, U5: L8: 195-201, U6: L2: 223, U6: L5: 236-238, U6: L6: 244, U6: L8: 248-251, U7: L8: 39-41, L9: 44-45, U8: L6: 86, U8: L8: 94-96, U8: L9: 102-103, U9: L8: 147-153, U9: L9: 159, U10: L8: 206-210, U11: L8: 261-264, U11: L9: 268-269, U12: L8: 325-328, U12: L9: 334-335</p> <p>Level 2</p> <p>TE: U3: L10: 264-270, U4: L10: 351-356, U6: L10: 532-538, U7: L10: 73-76, U8: L10: 179-183, U9: L10: 266-271, U10: L10: 353-360, U11: L10: 442-446, U12: L10: 527-533</p> <p>SE: U3: L10: 30, 140-143, U4: L10: 184-187, U6: L10: 280-284, U7: L10: 36-38, U8: L10: 35, 106-109, 553, U9: L10: 238-241, 546, 551, U10: L10: 284-287, U11: L10: 335-337, U12: L10: 386-390</p>
(15) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:	
(A) write an imaginative story that: (i) sustains reader interest; (ii) includes well-paced action and an engaging story line; (iii) creates a specific, believable setting through the use of sensory details; (iv) develops interesting characters; and (v) uses a range of literary strategies and devices to enhance the style and tone; and	<p>Level 1</p> <p>TE: U9: L8: 249-256, U12: L8: 534-540</p> <p>SE: U9: L8: 147-153, U12: L8: 325-328</p> <p>Level 2</p> <p>TE: U9: L10: 266-271, U10: L7: 336, U10: L10: 353-360</p> <p>SE: U9: L10: 238-241, 546, 551, U10: L7: 275, U10: L10: 284-287</p>
(B) write a poem using: (i) poetic techniques (e.g., rhyme scheme, meter); (ii) figurative language (e.g., personification, idioms, hyperbole);	<p>Level 2</p> <p>TE: U2: L10: 151-154, U10: L7: 333-335</p> <p>SE: U2: L10: 30, 70, U10: L7: 274</p>

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and (iii) graphic elements (e.g., word position).	
(16) Writing. Students write about their own experiences. Students are expected to write a personal narrative that has a clearly defined focus and includes reflections on decisions, actions, and/or consequences.	Level 1 TE: U9: L8: 249-254 SE: U9: L8: 147-151
(17) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:	
(A) write a multi-paragraph essay to convey information about a topic that: (i) presents effective introductions and concluding paragraphs; (ii) contains a clearly stated purpose or controlling idea; (iii) is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies; (iv) accurately synthesizes ideas from several sources; and (v) uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs;	Level 1 TE: U2: L9: 143-146, U3: L9: 217-221, U4: L9: 293-296, U5: L8: 374-379, U7: L8: 73-77, U8: L8: 164-168, U10: L8: 336-340, U11: L8: 425-428, SE: U2: L9: 77, U3: L9: 115-116, U4: L9: 153-154, U5: L8: 195-201, U7: L8: 39-41, U8: L8: 94-96, U10: L8: 206-210, U11: L8: 261-264 Level 2 TE: U3: L10: 264-270, U5: L10: 434-439, U6: L7: 510, U6: L10: 532-538, U8: L10: 179-183, U11: L10: 442-446, U12: L5: 493, U12: L10: 527-533 SE: U3: L10: 30, 140-143, U5: L10: 30, 225-228, 371, U6: L10: 280-284, U8: L10: 35, 106-109, 553, U11: L10: 335-337, U12: L5: 368, U12: L10: 386-390
(B) write a letter that reflects an opinion, registers a complaint, or requests information in a business or friendly context;	Level 2 TE: U1: L5: 38-39, U10: L5: 314 SE: U1: L5: 11, 16, U10: L5: 266-267
(C) write responses to literary or expository texts that demonstrate the use of writing skills for a multi-paragraph essay and provide sustained evidence from the text using quotations when appropriate; and	Level 1 TE: U1: L6: 49-50, U1: L7: 56-57, U1: L9: 64-67, U2: L3: 104-105, U2: L7: 133-135, U2: L9: 143-146, U3: L2: 174-175, U4: L2: 252-253, U4: L5: 271-272, U4: L6: 278-280, U4: L9: 293-296, U5: L2: 329, U5: L5: 354-357, U5: L8: 374-379, U6: L2: 415-416, U6: L5: 442-444, U6: L6: 451, U6: L8: 466-469, U7: L5: 48-50, U7: L8: 73-77, L9: 80-81, U8: L5: 142-144, U8: L8: 164-168, U9: L5: 228-230, U9: L7: 247-248, U9: L8: 249-256, U10: L5: 314-321, U10: L6: 327, U10: L8: 336-340, U11: L8: 425-428, U12: L5: 503-506, U12: L8: 534-540, U12: L9: 547-548 SE: U1: L7: 27, U2: L3: 55, U2: L7: 70-71, U2: L9: 77, U3: L2: 91, U4: L2: 130, U4: L5: 143, U4: L6: 144-145, U4: L9: 153-154, U5: L2: 170, U5: L5: 182-186, U5: L8: 195-201, U6: L2: 223, U6: L5: 236-238, U6: L6: 244, U6: L8: 248-251, U7: L5: 25-26, U7: L8: 39-41, L9: 44-45, U8: L5: 80-81, U8: L8: 94-96, U9: L5: 135-137, U9: L7: 146, U9: L8: 147-153, U10: L5: 194-196, U10: L6: 200-201, U10: L7: 329-335, U10: L8: 206-210, U11: L8: 261-264, U12: L5: 306-308, U12: L8: 325-328, U12: L9: 334-

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(D) produce a multimedia presentation involving text, graphics, images, and sound using available technology.	
(18) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write a persuasive essay to the appropriate audience that:	
(A) establishes a clear thesis or position;	<p>Level 2</p> <p>TE: U7: L10: 73-76, U11: L5: 406-406</p> <p>SE: U7: L10: 36-38, U11: L5: 315-316</p>
(B) considers and responds to the views of others and anticipates and answers reader concerns and counter-arguments; and	<p>Level 2</p> <p>TE: U7: L10: 73-76, U10: L5: 314, U11: L5: 406-406</p> <p>SE: U7: L10: 36-38, U10: L5: 266-267, U11: L5: 315-316</p>
(C) includes evidence that is logically organized to support the author's viewpoint and that differentiates between fact and opinion.	<p>Level 2</p> <p>TE: U7: L10: 73-76, U11: L5: 406-406, SE: U7: L10: 36-38, U11: L5: 315-316</p>
(19) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:	
(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking: (i) verbs (perfect and progressive	<p>Level 1</p> <p>TE: U1: L3: 25-27, U1: L4: 32, U1: L8: 59-60, U1: L10: 72-75, U2: L2: 96-98, U2: L3: 102-103, U2: L4: 107-108, U2: L5: 120-121, U2: L8: 137-138, U2: L10: 149, U3: L3: 179-181, U3: L4: 184, U3: L7: 208-210, U3: L10: 230-231, U4: L2: 249-251, U4: L3: 257, U4: L4: 261, U4: L7: 285-287, U4: L10: 299, 305, U5: L2: 325-328, U5: L3:</p>

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<p>tenses) and participles; (ii) appositive phrases; (iii) adverbial and adjectival phrases and clauses; (iv) relative pronouns (e.g., whose, that, which); and (v) subordinating conjunctions (e.g., because, since);</p>	<p>333-334, U5: L4: 341, U5: L5: 347-353, U5: L9: 382-387, U5: L10: 392-393, 395-397, U6: L2: 413-415, U6: L3: 420-421, U6: L4: 428, U6: L9: 472-473, U6: L10: 477, 480-483, U7: L2: 18-19, U7: L3: 27-28, U7: L4: 35, U7: L9: 81-86, U7: L10: 93-97, U8: L2: 114-116, U8: L3: 121-123, U8: L4: 129-130, U8: L9: 171-173, U8: L10: 179, U8: L10: 184-185, U9: L2: 202, U9: L3: 209-210, U9: L4: 216, U9: L9: 259-260, U9: L10: 265, U9: L10: 272-273, U10: L2: 290-292, U10: L3: 299-300, U10: L4: 307-308, U10: L9: 343-349, U10: L10: 357-358, U11: L2: 377-380, U11: L4: 393, U11: L9: 432-433, U11: L10: 439, U11: L10: 445-446, U12: L2: 469-472, U12: L4: 485-487, U12: L9: 543-545, U12: L10: 555-556</p> <p>SE: U1: L3: 12-13, U1: L8: 29, U1: L10: 36-37, 39, U2: L2: 50, U2: L3: 53-54, U2: L4: 57-58, U2: L5: 64, U2: L10: 79, U3: L2: 89, U3: L3: 94, U3: L4: 97, U3: L7: 109-110, U3: L10: 120-121, U4: L2: 128-129, U4: L3: 133, U4: L7: 148-149, U4: L10: 159, U5: L2: 167-169, U5: L3: 173-174, U5: L4: 179, U5: L9: 204-208, U5: L10: 211, 213-214, U6: L2: 221-222, U6: L3: 226-227, U6: L4: 231, U6: L9: 254-255, U6: L10: 260-262, U7: L2: 8-9, U7: L3: 15, U7: L4: 20, U7: L9: 46-49, U7: L10: 53-56, U8: L2: 64-66, U8: L3: 70-71, U8: L4: 75, U8: L9: 99-101, U8: L10: 107, U8: L10: 111, U9: L2: 120, U9: L3: 125-126, U9: L4: 131, U9: L9: 156-158, U9: L10: 162, U9: L10: 169-170, U10: L2: 178-180, U10: L3: 186, U10: L4: 190, U10: L9: 213-215, U10: L10: 220-221, U11: L2: 230-231, U11: L4: 241, U11: L9: 267, U11: L10: 271, U11: L10: 277-278, U12: L2: 291-293, U12: L4: 300, U12: L9: 331, U12: L10: 338-339</p> <p>Level 2</p> <p>TE: U1: L2: 17-21, U1: L4: 31-36, U1: L6: 41, U1: L7: 52-59, U2: L2: 95-104, U2: L7: 134-136, U3: L2: 178-185, U3: L4: 191-200, U3: L7: 232-234, U3: L9: 248-263, U4: L2: 291-290, U4: L7: 335-336, U4: L9: 342-348, U4: L10: 351-356, U5: L2: 375-380, U5: L4: 390-397, U6: L2: 458-464, 464-466, U6: L4: 472-479, U7: L2: 19-21, 22-24, U7: L4: 31-37, U8: L2: 98-102, 103-104, U8: L9: 161-176, U9: L2: 203-210, U9: L4: 216-225, U10: L4: 302-311, U11: L2: 382-385, U11: L4: 394-403, U11: L9: 433-439, U12: L2: 469-473, U12: L4: 481-490, U12: L9: 518-524,</p> <p>SE: U1: L2: 7-8, U1: L4: 12-15, U1: L7: 22-25, U2: L2: 42-48, U2: L7: 63-64, U3: L2: 83-88, U3: L4: 90-96, U3: L7: 119-120, U3: L9: 126-139, U4: L2: 154-156, U4: L7: 176, U4: L9: 179-183, U4: L10: 184-187, U5: L2: 197-198, U5: L4: 203-208, U6: L2: 235-240, 241-242, U6: L4: 246-250, U7: L2: 10-11, 12-13, U7: L4: 18-21, U8: L2: 51-53, 54, U8: L9: 93-105, U9: L2: 121-123, 124-125, U9: L4: 14, 129-135, U10: L4: 260-265, U11: L2: 299-301, U11: L4: 307-314, U11: L9: 330-334, U12: L2: 350-354, U12: L4: 360-367, U12: L9: 381-385</p>
<p>(B) write complex sentences and differentiate between main versus subordinate clauses; and</p>	<p>Level 1</p> <p>TE: U3: L5: 195-196, U4: L5: 271-272, U4: L10: 303, U5: L3: 335-339, U5: L5: 354-357, U5: L6: 363, U6: L2: 415-416, U6: L6: 451, U8: L2: 116, U8: L3: 121-123, U8: L6: 151, U9: L7: 247-248, U10: L6: 327, U11: L6: 414, U11: L10: 439, U12: L6: 513</p> <p>SE: U4: L5: 142, U4: L10: 157, U5: L3: 175-177, U5: L5: 182-186, U5: L6: 190, U6: L2: 223, U6: L6: 244, U8: L2: 66, U8: L3: 70-71, U8: L6: 86, U9: L7: 146, U10: L6: 200-201, U11: L6: 255, U11: L10: 271, U12: L6: 313</p> <p>Level 2</p> <p>TE: U1: L2: 22-25, U1: L7: 52-59, U2: L2: 104, U2: L7: 134-136, U3: L2: 178-185, U3: L7: 232-234, U4: L2: 291-290, 295-297, U5: L2: 381-383, U6: L2: 458-464, 464-466, U7: L2: 19-21, 22-24, U8: L2: 98-102, 103-104, U9: L2: 203-210, U10: L2: 292-297, U11: L2: 386-389</p> <p>SE: U1: L2: 9-10, U1: L7: 22-25, U2: L2: 48, U2: L7: 63-64, U3: L2: 83-88, U3: L7: 119-120, U4: L2: 154-156, 157-158, U5: L2: 199-200, U6: L2: 235-240, 241-242, U7: L2: 10-11, 12-13, U8: L2: 51-53, 54, U9: L2: 121-123, 124-125, U10: L2: 253-</p>

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	255, 256, U11: L2: 302-404
(C) use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses.	<p>Level 1</p> <p>TE: U1: L6: 49-50, U3: L5: 195-196, U4: L5: 271-272, U4: L10: 157, U5: L3: 335-339, U5: L5: 354-357, U5: L6: 363, U6: L2: 415-416, U6: L6: 451, U8: L2: 116, U8: L3: 121-123, U8: L6: 151, U9: L7: 247-248, U10: L6: 327, U11: L6: 414, U11: L10: 439, U12: L6: 513</p> <p>SE: U1: U1: L5: 22, L6: 23, U4: L5: 142, U4: L10: 303, U5: L3: 175-177, U5: L5: 182-186, U5: L6: 190, U6: L2: 223, U6: L6: 244, U8: L2: 66, U8: L3: 70-71, U8: L6: 86, U9: L7: 146, U10: L6: 200-201, U11: L6: 255, U11: L10: 271, U12: L6: 313</p> <p>Level 2</p> <p>TE: U1: L2: 22-25, U1: L7: 52-59, U2: L2: 104, U2: L7: 134-136, U3: L2: 178-185, U3: L7: 232-234, U4: L2: 291-290, 295-297, U4: L9: 342-348, U4: L10: 351-356, U5: L2: 381-383, U6: L2: 458-464, 464-466, U7: L2: 19-21, 22-24, U8: L2: 98-102, 103-104, U9: L2: 203-210, U10: L2: 292-297, U11: L2: 382-385, 386-389, U12: L2: 474-476</p> <p>SE: U1: L2: 9-10, U1: L7: 22-25, U2: L2: 48, U2: L7: 63-64, U3: L2: 83-88, U3: L7: 119-120, U4: L2: 154-156, 157-158, U4: L9: 179-183, U4: L10: 184-187, U5: L2: 199-200, U6: L2: 235-240, 241-242, U7: L2: 10-11, 12-13, U8: L2: 51-53, 54, U9: L2: 121-123, 124-125, U10: L2: 253-255, 256, U11: L2: 299-301, 302-404, U12: L2: 355-357</p>
(20) Writing/Conventions of Language/Handwriting. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students will continue to apply earlier standards with greater complexity. Students are expected to:	
(A) use conventions of capitalization; and	<p>Level 1</p> <p>TE: U1: L2: 18-20, U2: L2: 96-98, U2: L5: 120-121, U4: L3: 257, U4: L7: 285, U5: L5: 354-357, U5: L6: 358-359, U6: L6: 447-448, U7: L2: 20-21, U7: L6: 53-54, U7: L6: 59, U8: L6: 147-148, U8: L6: 151, U8: L9: 174, U9: L6: 231-232, U10: L2: 293, U10: L6: 322-323, U11: L6: 409-410, U12: L6: 507-508</p> <p>SE: U1: L2: 9, U2: L2: 50, U2: L5: 64, U4: L3: 133, U5: L6: 186, U6: L6: 240, U7: L2: 10-11, U7: L6: 28, U7: L6: 32, U8: L6: 83, U8: L6: 86, U8: L9: 102-103, U9: L6: 138, U10: L2: 181, U10: L6: 197, U11: L6: 251, U12: L6: 309</p> <p>Word Training: U4: L13, U4: L14, U4: L15, U4: L16, U5: L17, U5: L18, U5: L19, U5: L20, U6: L21, U6: L22, U6: L23, U6: L24, U7: L25, U7: L26, U7: L27, U7: L28, U8: L29, U8: L30, U8: L31, U8: L32, U9: L33, U9: L34, U9: L35, U9: L36, U10: L37, U10: L38, U10: L39, U10: L40, U11: L41, U11: L42, U11: L43, U12: L44, U12: L45, U12: L46</p> <p>Level 2</p> <p>TE: U1: L2: 22-25, U2: L2: 104, U6: L4: 472-479, U9: L4: 216-225</p> <p>SE: U1: L2: 9-10, U2: L2: 48, U6: L4: 246-250, U9: L4: 14, 129-135</p>
(B) use correct punctuation marks, including: (i) commas after introductory structures and dependent adverbial clauses, and correct punctuation of complex sentences; and (ii) semicolons, colons, hyphens, parentheses, brackets, and ellipses.	<p>Level 1</p> <p>TE: U1: L2: 18-20, U4: L3: 257, U6: L8: 468, U7: L2: 20, U8: L4: 130, U10: L2: 293</p> <p>SE: U4: L3: 133, U6: L8: 251, U7: L2: 10-11, U10: L2: 181</p> <p>Level 2</p> <p>TE: U1: L2: 22-25, U2: L2: 104, U2: L7: 134-136, U3: L2: 178-185, U3: L4: 191-200, U6: L2: 458-464, 464-466, U7: L2: 19-21, 22-24, U8: L2: 98-102, 103-104, U9: L4: 216-225, U9: L7: 241-242, U11: L2: 386-389, U12: L4: 481-490</p> <p>SE: U1: L2: 9-10, U2: L2: 48, U2: L7: 63-64, U3: L2: 83-88, U3: L4: 90-96, U6: L2: 235-240, 241-242, U7: L2: 10-11, 12-13, U8: L2: 51-53, 54, U9: L4: 14, 129-135, U9: L7: 201, U11: L2: 302-404, U12: L4: 360-367</p>

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(21) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.	Level 1 TE: U5: L6: 358-359, U6: L6: 447-448, U7: L6: 53-54, U8: L6: 147-148, U9: L6: 231-232, U10: L6: 322-323, U11: L6: 409-410, U12: L6: 507-508 SE: U5: L6: 186, U6: L6: 240, U7: L6: 28, U8: L6: 83, U9: L6: 138, U10: L6: 197, U11: L6: 251, U12: L6: 309 Word Training: U4: L13, U4: L14, U4: L15, U4: L16, U5: L17, U5: L18, U5: L19, U5: L20, U6: L21, U6: L22, U6: L23, U6: L24, U7: L25, U7: L26, U7: L27, U7: L28, U8: L29, U8: L30, U8: L31, U8: L32, U9: L33, U9: L34, U9: L35, U9: L36, U10: L37, U10: L38, U10: L39, U10: L40, U11: L41, U11: L42, U11: L43, U12: L44, U12: L45, U12: L46
(22) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:	
(A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and	Level 1 The following provide opportunities: TE: U11: L8: 425-428 SE: U11: L8: 261-264
(B) apply steps for obtaining and evaluating information from a wide variety of sources and create a written plan after preliminary research in reference works and additional text searches.	The following provide opportunities: TE: U11: L8: 425-428 SE: U11: L8: 261-264
(23) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:	
(A) follow the research plan to gather information from a range of relevant print and electronic sources using advanced search strategies;	Level 1 The following provide opportunities: TE: U11: L8: 425-428 SE: U11: L8: 261-264
(B) categorize information thematically in order to see the larger constructs inherent in the information;	Level 1 The following provide opportunities: TE: U11: L8: 425-428 SE: U11: L8: 261-264
(C) record bibliographic information (e.g., author, title, page number) for all notes and sources according to a standard format; and	
(D) differentiate between paraphrasing and plagiarism and identify the importance of using valid and reliable sources.	
(24) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:	
(A) narrow or broaden the major	

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research question, if necessary, based on further research and investigation; and	
(B) utilize elements that demonstrate the reliability and validity of the sources used (e.g., publication date, coverage, language, point of view) and explain why one source is more useful and relevant than another.	
(25) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:	
(A) draws conclusions and summarizes or paraphrases the findings in a systematic way;	Level 1 The following provide opportunities: TE: U11: L8: 425-428 SE: U11: L8: 261-264
(B) marshals evidence to explain the topic and gives relevant reasons for conclusions;	Level 1 The following provide opportunities: TE: U11: L8: 425-428 SE: U11: L8: 261-264
(C) presents the findings in a meaningful format; and	Level 1 The following provide opportunities: TE: U11: L8: 425-428 SE: U11: L8: 261-264
(D) follows accepted formats for integrating quotations and citations into the written text to maintain a flow of ideas.	Level 1 The following provide opportunities: TE: U7: L2: 20-21, U9: L5: 228-229, U11: L8: 425-428 SE: U7: L2: 10-11, U9: L5: 135-136, U11: L8: 261-264
(26) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:	
(A) listen to and interpret a speaker's purpose by explaining the content, evaluating the delivery of the presentation, and asking questions or making comments about the evidence that supports a speaker's claims;	Level 1 TE: U1: L1: 4-5, 11-13, U1: L3: 27-30, U1: L6: 44-48, L9: 64-67, U2: L3: 104-105, U2: L6: 122-127, U3: L1: 158-160, U3: L6: 197-201, U3: L9: 217-221, U4: L1: 236-237, U4: L6: 273-277, U4: L9: 293-296, U5: L1: 317-322, U5: L5: 347-353, U6: L10: 476, U7: L5: 42-47, U8: L1: 107-111, U8: L5: 136-141, U8: L10 178, U9: L10: 263-264, U9: L10: 267-268, U10: L5: 314-318, U11: L5: 400-404, U12: L5: 495-503, U12: L10: 551-552 SE: U1: L3: 14-15, U2: L6: 65, U3: L1: 83, U3: L6: 104, U4: L6: 143, U5: L5: 175, U7: L5: 24, U8: L5: 79, U9: L10: 164-165, U10: L5: 194, U11: L5: 246, U12: L5: 305 Level 2 The following provide opportunities: TE: U6: L1: 444-445, 451-455, U6: L3: 467-471, U6: L4: 472-479, U6: L5: 483-484, U6: L6: 485-487, 492-501, U6: L7: 504-509, 510, U6: L8: 511-516, U6: L9: 517-529

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	SE: U6: L1: 229, 230, 231-234, U6: L3: 243-245, U6: L4: 246-250, U6: L5: 229, 243, U6: L6: 252, 255-266, U6: L7: 267-268, U6: L8: 269-272, U6: L9: 253, 273-279
(B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems; and	
(C) summarize formal and informal presentations, distinguish between facts and opinions, and determine the effectiveness of rhetorical devices.	
(27) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to advocate a position using anecdotes, analogies, and/or illustrations, and use eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively.	
(28) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.	<p>Level 1</p> <p>TE: U1: L1: 4-5, 11-13, U1: L3: 27-30, U1: L6: 44-48, L9: 64-67, U2: L3: 104-105, U2: L6: 122-127, U3: L1: 158-160, U3: L6: 197-201, U3: L9: 217-221, U4: L1: 236-237, U4: L6: 273-277, U4: L9: 293-296, U5: L1: 317-322, U5: L5: 347-353, U6: L10: 476, U7: L5: 42-47, U8: L1: 107-111, U8: L5: 136-141, U8: L10: 178, U9: L10: 263-264, U9: L10: 267-268, U10: L5: 314-318, U11: L5: 400-404, U12: L5: 495-503, U12: L10: 551-552</p> <p>SE: U1: L3: 14-15, U2: L6: 65, U3: L1: 83, U3: L6: 104, U4: L6: 143, U5: L5: 175, U7: L5: 24, U8: L5: 79, U9: L10: 164-165, U10: L5: 194, U11: L5: 246, U12: L5: 305</p> <p>Level 2</p> <p>TE: U1: L1: 11-15, U1: L5: 39-40, U1: L8: 60-62, U1: L10: 76, U2: L5: 119-120, U2: L10: 155, U3: L3: 186-190, U3: L5: 203-205, U3: L10: 271-272, U4: L5: 314-315, U4: L7: 330-334, U4: L10: 351-357, U5: L1: 360-362, 367-372, U5: L5: 401-402, U5: L10: 440-441, U6: L5: 483-484, U7: L5: 41, U7: L10: 77, U8: L5: 125-128, U8: L10: 184-185, U9: L5: 229-230, U9: L10: 272-273, U10: L5: 315-316, U10: L10: 361-362, U11: L5: 407, U11: L10: 447, U12: L5: 494-495, U12: L10: 534-535</p> <p>SE: U1: L1: 3-6, U1: L5: 1, U1: L8: 19, 26, U2: L5: 49, U2: L10: 57, 67, U3: L3: 66, 89, U3: L5: 71, 89, U3: L10: 99, 124, U4: L5: 146, 159, U4: L7: 175, U4: L10: 184-187, U5: L1: 189, 191-196, U5: L5: 189, 201, U5: L10: 210, 218, U6: L5: 229, 243, U7: L5: 1, 16, U7: L10: 23, 30, U8: L5: 39, 55, U8: L10: 69, 90, U9: L5: 111, 126-128, U9: L10: 137, 204, U10: L5: 243, 257, U10: L7: 268, 276, U11: L5: 289, 305, U11: L10: 317, 327, U12: L5: 339, 358, U12: L10: 369, 378</p>

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English I TEKS	Language! Live Matches
Knowledge and skills.	
(1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	
(A) determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes;	<p>Level 1 The following provide opportunities: TE: U5: L3: 331-333 SE: U5: L3: 172</p> <p>Level 2 TE: U1: L6: 42, U4: L1: 276-277, U5: L1: 360-362, U8: L6: 129-130, SE: U5: L1: 189,</p>
(B) analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words;	<p>Level 1 TE: U1: L1: 6-9, U1: L2: 14-15, U1: L3: 21-24, U1: L5: 36-37, U1: L7: 51-52, U1: L10: 68-69, U2: L1: 82-85, U2: L2: 92-94, U2: L5: 111-112, U2: L7: 130-133, U2: L10: 147-148, U3: L1: 161-164, U3: L2: 170-171, U3: L3: 177-179, U3: L5: 187-188, U3: L7: 205-208, U4: L1: 239-242, U4: L2: 247-248, U4: L3: 255-256, U4: L5: 264-265, U4: L7: 281-284, U4: L10: 297-298, U5: L1: 313-316, U5: L2: 323-324, U5: L3: 331-333, U5: L6: 360-362, U5: L10: 389-390, U6: L1: 403-406, U6: L2: 411-412, U6: L6: 449-450, U6: L10: 474-475, U7: L1: 7-10, U7: L2: 16-17, U7: L6: 55-58, U7: L10: 87-88, 90, U8: L1: 100-102, U8: L2: 112-113, U8: L6: 149-150, U8: L10: 176-177, U9: L1: 191-194, U9: L2: 200-201, U9: L6: 233-236, U10: L1: 279-282, U10: L2: 288-290, U10: L6: 324-326, U10: L10: 351-352, U11: L2: 375-377, U11: L3: 383-386, U11: L6: 411-413, U11: L9: 430-431, U11: L10: 436-437, U12: L2: 466-468, U12: L3: 474-478, U12: L6: 509-512, U12: L9: 542-543, U12: L10: 549-550 SE: U1: L1: 3-5, U1: L2: 6, U1: L3: 11, U1: L5: 19, U1: L7: 25, U1: L10: 34, U2: L1: 42, U2: L2: 47-48, U2: L5: 60, U2: L7: 68-69, U2: L10: 78, U3: L1: 84, U3: L2: 88, U3: L5: 100, U3: L7: 108, U4: L1: 124, U4: L2: 127, U4: L3: 132, U4: L5: 139, U4: L7: 147, U4: L10: 155, 160, U5: L1: 162, U5: L2: 166, U5: L3: 172, U5: L6: 187-189, U5: L10: 210, U6: L1: 216, U6: L2: 219-220, U6: L6: 241-243, U6: L10: 256, U7: L1: 2, U7: L2: 7, U7: L6: 29-31, U7: L10: 50, U8: L1: 58, U8: L2: 62-63, U8: L6: 84-85, U8: L10: 106, U9: L1: 114, U9: L2: 119, U9: L6: 139-140, U10: L1: 172, U10: L2: 176-177, U10: L6: 198-199, U10: L10: 218, U11: L2: 228-229, U11: L3: 236, U11: L6: 252, U11: L9: 266, U11: L10: 270, U12: L2: 289-290, U12: L3: 295-296, U12: L6: 310-312, U12: L9: 330, U12: L10: 337 Word Training: U2: L5, U2: L6, U2: L7, U2: L8, U3: L9, U3: L10, U3: L11, U3: L12, U4: L13, U4: L14, U4: L15, U4: L16, U5: L17, U5: L18, U5: L19, U5: L20, U6: L21, U6: L22, U6: L23, U6: L24, U7: L25, U7: L26, U7: L27, U7: L28, U8: L29, U8: L30, U8: L31, U8: L32, U9: L33, U9: L34, U9: L35, U9: L36, U10: L37, U10: L38, U10: L39, U10: L40, U11: L41, U11: L42, U11: L43, U12: L44, U12: L45, U12: L46</p> <p>Level 2 TE: U1: L1: 7-10, U1: L2: 16-17, U1: L4: 31-36, U1: L5: 37-38, U1: L6: 44-51, U1: L7: 52-53, TE: U1: L9: 63-68, U1: L10: 69-70, U2: L1: 82-85, U2: L2: 93-94, U2: L4: 109-115, U2: L5: 116-117, U2: L6: 124-131, U2: L7: 132-133, U2: L10: 150-151, U3: L1: 160-174, U3: L2: 175-178, U3: L4: 191-200, U3: L5: 201-202, U3: L6: 209-212, 213-230, U3: L7: 231, U3: L9: 248-263, U3: L10: 264-265, U4: L1: 279-282, U4: L2: 289-290, U4: L4: 305-311, U4: L5: 312-313, U4: L6: 319-327, U4: L7: 328-329, U4: L9: 342-348, U4: L10: 349-350, U5: L1: 363-366, U5: L2: 373-374, U5: L4: 390-397, U5: L5: 398-399, U5: L6: 405-408, U5: L7: 413-414, U5: L10: 432-433, U6: L1: 447-450, U6: L2: 456-457, U6: L3: 467-471, U6: L4: 472-479, U6: L5: 480-481, U6: L6: 488-491, U6: L7: 502-503, U6: L10: 530-531, U7: L1: 7-10, U7: L2: 17-18, U7: L4: 31-37, U7: L5: 38-39, U7: L6: 45-48, U7: L7: 52-55, U7: L9: 65-70, U7:</p>

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English I TEKS	Language! Live Matches
	<p>L10: 71-72, U8: L1: 83-86, U8: L2: 97-98, U8: L4: 110-121, U8: L5: 122-123, U8: L6: 132-135, U8: L7: 149-150, U8: L9: 161-176, U8: L10: 177-178, U9: L1: 191-194, U9: L2: 202-203, U9: L4: 216-225, U9: L5: 226-227, U9: L6: 234-237, U9: L7: 239-240, U9: L9: 252-263, U9: L10: 264-265, U10: L1: 279-282, U10: L2: 290-291, U10: L4: 302-311, U10: L5: 312-313, U10: L6: 320-323, U10: L7: 331-332, U10: L9: 342-350, U10: L10: 351-352, U11: L1: 368-371, U11: L2: 380-381, U11: L4: 394-403, U11: L5: 404-405, U11: L6: 411-414, U11: L7: 421-422, U11: L9: 433-439, U11: L10: 440-441, U12: L1: 455-458, U12: L2: 467-468, U12: L4: 481-490, U12: L5: 491-492, U12: L6: 498-501, U12: L7: 507-508, U12: L9: 518-524, U12: L10: 525-526</p> <p>SE: U1: L1: 2, U1: L4: 12-15, U1: L6: 18-21, U1: L7: 18, U1: L9: 27-29, U2: L1: 36, U2: L4: 50-54, U2: L6: 58-60, U2: L7: 58, U3: L1: 72-81, U3: L2: 72, 82, U3: L4: 90-96, U3: L6: 100, 101-117, U3: L9: 126-139, U4: L1: 146, U4: L2: 146, U4: L4: 161-165, U4: L5: 146, U4: L6: 168, U4: L9: 179-183, U4: L10: 168, U5: L1: 190, U5: L2: 190, U5: L4: 203-208, U5: L6: 211, U6: L1: 230, U6: L3: 243-245, U6: L4: 246-250, U6: L5: 230, U6: L6: 254, U7: L1: 4, U7: L4: 18-21, U7: L6: 24, U7: L7: 24, 28, U7: L9: 32-34, U8: L1: 40, U8: L4: 58-67, U8: L6: 70, U8: L9: 93-105, U9: L1: 112, U9: L4: 14, 129-135, U9: L6: 138, U9: L9: 209-237, U10: L1: 244, U10: L4: 260-265, U10: L6: 269, U10: L9: 278-283, U11: L1: 290, U11: L4: 307-314, U11: L6: 318, U11: L9: 330-334, U12: L1: 340, U12: L4: 360-367, U12: L6: 370, U12: L9: 381-385</p>
(C) produce analogies that describe a function of an object or its description;	<p>Level 1 TE: U9: L6: 233-236, L6: 324-326, U11: L6: 411-413, U11: L10: 443-444, U12: L6: 509-512 SE: U12: L6: 509-512, U10: L6: 199, U11: L6: 253-254, U11: L10: 275-276, U12: L6: 310-312</p>
(D) describe the origins and meanings of foreign words or phrases used frequently in written English (e.g., caveat emptor, carte blanche, tete a tete, pas de deux, bon appetit, quid pro quo); and	<p>Level 1 The following provide opportunities: TE: U5: L6: 364-365, U11: L3: 383-386, U11: L10: 443-444, U12: L3: 474-478 SE: U11: L3: 235-236, U11: L10: 275-276, U12: L3: 295-296</p> <p>Level 2 TE: U3: L9: 248-263, U4: L4: 305-311 SE: U3: L9: 126-139, U4: L4: 161-165</p>
(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words and phrases, including their connotations and denotations, and their etymology.	<p>Level 1 TE: U1: L1: 6-9, U1: L2: 14-15, U1: L3: 21-24, U1: L5: 36-37, U1: L7: 51-52, U1: L10: 68-69, U2: L1: 82-85, U2: L2: 92-94, U2: L5: 111-112, U2: L7: 130-133, U2: L10: 147-148, U3: L1: 161-164, U3: L2: 170-171, U3: L3: 177-179, U3: L5: 187-188, U3: L7: 205-208, U4: L1: 239-242, U4: L2: 247-248, U4: L3: 255-256, U4: L5: 264-265, U4: L7: 281-284, U4: L10: 297-298, U5: L1: 313-316, U5: L2: 323-324, U5: L3: 331-333, U5: L6: 360-362, U5: L10: 389-390, U6: L1: 403-406, U6: L2: 411-412, U6: L6: 449-450, U6: L10: 474-475, U7: L1: 7-10, U7: L2: 16-17, U7: L6: 55-58, U7: L10: 87-88, 90, U8: L1: 100-102, U8: L2: 112-113, U8: L6: 149-150, U8: L10: 176-177, U9: L1: 191-194, U9: L2: 200-201, U9: L6: 233-236, U10: L1: 279-282, U10: L2: 288-290, U10: L6: 324-326, U10: L10: 351-352, U11: L2: 375-377, U11: L3: 383-386, U11: L6: 411-413, U11: L9: 430-431, U11: L10: 436-437, U12: L2: 466-468, U12: L3: 474-478, U12: L6: 509-512, U12: L9: 542-543, U12: L10: 549-550</p> <p>SE: U1: L1: 3-5, U1: L2: 6, U1: L3: 11, U1: L5: 19, U1: L7: 25, U1: L10: 34, U2: L1: 42, U2: L2: 47-48, U2: L5: 60, U2: L7: 68-69, U2: L10: 78, U3: L1: 84, U3: L2: 88, U3: L5: 100, U3: L7: 108, U4: L1: 124, U4: L2: 127, U4: L3: 132, U4: L5: 139, U4:</p>

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English I TEKS	Language! Live Matches
	<p>L7: 147, U4: L10: 155, 160, U5: L1: 162, U5: L2: 166, U5: L3: 172, U5: L6: 187-189, U5: L10: 210, U6: L1: 216, U6: L2: 219-220, U6: L6: 241-243, U6: L10: 256, U7: L1: 2, U7: L2: 7, U7: L6: 29-31, U7: L10: 50, U8: L1: 58, U8: L2: 62-63, U8: L6: 84-85, U8: L10 106, U9: L1 114, U9: L2 119, U9: L6: 139-140, U10: L1: 172, U10: L2: 176-177, U10: L6: 198-199, U10: L10: 218, U11: L2: 228-229, U11: L3: 236, U11: L6: 252, U11: L9: 266, U11: L10: 270, U12: L2: 289-290, U12: L3: 295-296, U12: L6: 310-312, U12: L9: 330, U12: L10: 337</p> <p>Word Training: U2: L5, U2: L6, U2: L7, U2: L8, U3: L9, U3: L10, U3: L11, U3: L12, U4: L13, U4: L14, U4: L15, U4: L16, U5: L17, U5: L18, U5: L19, U5: L20, U6: L21, U6: L22, U6: L23, U6: L24, U7: L25, U7: L26, U7: L27, U7: L28, U8: L29, U8: L30, U8: L31, U8: L32, U9: L33, U9: L34, U9: L35, U9: L36, U10: L37, U10: L38, U10: L39, U10: L40, U11: L41, U11: L42, U11: L43, U12: L44, U12: L45, U12: L46</p> <p>Level 2</p> <p>TE: U1: L1: 7-10, U1: L6: 44-51, U1: L7: 52-59, U2: L1: 82-85, U2: L6: 124-127, U2: L6: 58, U3: L1: 160-163, U3: L2: 175-178, U3: L6: 209-212, U4: L1: 279-282, U4: L6: 319-327, U5: L1: 363-366, U5: L6: 405-408, U6: L1: 447-450, U6: L6: 488-491, U7: L1: 7-10, U7: L6: 45-48, U7: L7: 52-55, U8: L6: 132-135, U9: L1: 191-194, U9: L2: 202-203, U9: L6: 234-237, U10: L1: 279-282, U10: L6: 320-323, U11: L6: 411-414, U12: L1: 455-458, U12: L6: 498-501</p> <p>SE: U1: L1: 2, U1: L6: 18-21, U1: L7: 18, U2: L1: 36, U3: L1: 72, U3: L2: 72, 82, U3: L6: 100, U4: L1: 146, U4: L6: 168, U5: L1: 190, U5: L6: 211, U6: L1: 230, U6: L6: 254, U7: L1: 4, U7: L6: 24, U7: L7: 24, 28, U8: L6: 70, U9: L1: 112, U9: L6: 138, U10: L1: 244, U10: L6: 269, U11: L6: 318, U12: L1: 340, U12: L6: 370</p>
(2) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:	
(A) analyze how the genre of texts with similar themes shapes meaning;	<p>Level 1</p> <p>The following provide an opportunity:</p> <p>TE: U12: L10: 551</p> <p>SE: U12: L10: 279</p> <p>Level 2</p> <p>The following provide an opportunity:</p> <p>TE: U4: L7: 330-334, U8: L5: 125-128, U8: L7: 151-155, U9: L8: 247-252, U9: L9: 252-263, U11: L7: 423-426, U11: L8: 428-432, U11: L9: 433-439, U12: L3: 477-480</p> <p>SE: U4: L7: 66, 174-175, U8: L5: 39, 55, U8: L7: 88-89, U9: L8: 204-206, U9: L9: 209-237, U11: L7: 325, U11: L8: 327-329, U11: L9: 330-334, U12: L3: 358-359</p>
(B) analyze the influence of mythic, classical and traditional literature on 20th and 21st century literature; and	<p>Level 1</p> <p>The following provide opportunities:</p> <p>TE: U12: L1:450-452, U12: L10: 551-552</p> <p>SE: U12: L1: 279</p> <p>Level 2</p> <p>The following provide opportunities:</p> <p>TE: U8: L6: 129-131, 136-148, U12: L6: 496-497, 502-506</p> <p>SE: U8: L6: 69, 71-87, U12: L6: 369, 371-375</p>
(C) relate the figurative language of a literary work to its historical and cultural setting.	<p>Level 2</p> <p>The following provide opportunities:</p> <p>TE: U3: L7: 235-241, U3: L8: 242-247, U7: L4: 31-37</p>

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English I TEKS	Language! Live Matches
	SE: U3: L7: 121-123, U3: L8: 124-125, U7: L4: 18-21
(3) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to analyze the effects of diction and imagery (e.g., controlling images, figurative language, understatement, overstatement, irony, paradox) in poetry.	<p>Level 1 TE: U7: L5: 51-52, U7: L6: 60-64, U8: L3:121 SE: U7: L6: 33-34</p> <p>Level 2 TE: U2: L6: 121-131, U2: L8: 140-144, U2: L9: 145-149, U8: L9: 161-176 SE: U2: L6: 57-60, 62, U2: L8: 59, 66-67, U2: L9: 68-69, U8: L9: 93-105</p>
(4) Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to explain how dramatic conventions (e.g., monologues, soliloquies, dramatic irony) enhance dramatic text.	<p>Level 2 TE: U3: L6: 206-230, U3: L7: 235-241, U3: L8: 242-247, U3: L9: 248-263, U3: L10: 271-272 SE: U3: L6: 99, 100, 101-117, U3: L7: 121-123, U3: L8: 124-125, U3: L9: 126-139, U3: L10: 99, 124</p>
(5) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:	
(A) analyze non-linear plot development (e.g., flashbacks, foreshadowing, sub-plots, parallel plot structures) and compare it to linear plot development;	<p>Level 1 The following provide opportunities: TE: U9: L2: 203-204, U9: L6: 236-240, U12: L7: 516-533, U12: L10: 551-552 SE: U9: L2: 121, U9: L6: 237-239, U12: L7: 316-324</p> <p>Level 2 U3: L1: 164-174 (P.O.), U3: L8: 242-247(P.O.), U7: L1: 4-6, 11-16, U7: L3: 25-30, U8: L3: 105-109, U8: L9: 161-176, U9: L7: 242-246 U3: L1: 73-81(P.O.), U3: L8: 124-125(P.O.), U7: L1: 1-3, 5-9, U7: L3: 14-17, U8: L3: 55-57, U8: L9: 93-105, U9: L7: 14, 202-203</p>
(B) analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils;	<p>Level 1 The following provide opportunities: TE: U9: L2: 203-204, U9: L6: 236-240, U12: L7: 516-533, U12: L10: 551-552 SE: U9: L2: 121, U9: L6: 237-239, U12: L7: 316-324</p> <p>Level 2 The following provide opportunities: TE: U2: L1: 86-92 (P.O.), U2: L3: 105-108, U2: L4: 109-115, U2: L5: 117-119, U3: L3: 186-190, U3: L4: 191-200, U7: L3: 25-30, U7: L4: 31-37, U8: L4: 110-121, U9: L7: 242-246, U9: L8: 247-252, U9: L9: 252-263, U11: L4: 394-403, U11: L9: 433-439, U12: L3: 477-480, U12: L5: 493, U12: L10: 527-533 SE: U2: L1: 37-40 (P.O.), U2: L3: 42-49, U2: L4: 50-54, U2: L5: 55-56, U3: L3: 66, 89, U3: L4: 90-96, U7: L3: 14-17, U7: L4: 18-21, U8: L4: 58-67, U9: L7: 14, 202-</p>

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	203, U9: L8: 204-206, U9: L9: 209-237, U11: L4: 307-314, U11: L9: 330-334, U12: L3: 358-359, U12: L5: 368, U12: L10: 386-390
(C) analyze the way in which a work of fiction is shaped by the narrator's point of view; and	<p>Level 1 The following provide opportunities: TE: U9: L6: 236-240, U9: L10: 263-264</p> <p>Level 2 TE: U2: L1: 80-81 (P.O.), U2: L1: 86-92, U4: L4: 305-311, U7: L1: 4-6, 11-16, U8: L4: 110-121, U8: L5: 125-128, U8: L8: 156-160, U8: L9: 161-176, U8: L10: 179-183, U9: L10: 272-273, U11: L4: 394-403, U11: L9: 433-439 SE: U2: L10: 35 (P.O.), U2: L1: 37-40, U4: L4: 161-165, U7: L1: 1-3, 5-9, U8: L4: 58-67, U8: L5: 39, 55, U8: L8: 15, 90-92, U8: L9: 93-105, U8: L10: 35, 106-109, 553, U9: L10: 137, 204, U11: L4: 307-314, U11: L9: 330-334</p>
(D) demonstrate familiarity with works by authors from non-English-speaking literary traditions with emphasis on classical literature.	
(6) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to analyze how literary essays interweave personal examples and ideas with factual information to explain, present a perspective, or describe a situation or event.	<p>Level 1 The following provide opportunities: TE: U7: L6: 60-63, 65, U9: L1 195-199, L5: 223-227, U9: L5: 228-230, U9: L7: 241-246, U9: L10: 263-264, U12: L1: 457-465, U12: L5: 495-503, U12: L7: 516-533 SE: U7: L6: 35, U9: L1 115-118, L5: 134, U9: L5: 135-137, U9: L7: 144-145, U12: L5: 305, U12: L7: 316-324</p> <p>Level 2 TE: U3: L7: 235-241 (P.O.), U4: L1: 276-278, 283-288, U4: L3: 298-304, U4: L4: 305-311, U4: L6: 316-318, 323-327, U4: L7: 330-334, U4: L8: 337-341, U4: L9: 342-348, U5: L1: 360-362, 367-372, U5: L3: 384-389, U5: L4: 390-397, U5: L5: 401-402 SE: U3: L7: 121-123 (P.O.), U4: L1: 145, 147-152, U4: L3: 66, 159-160, U4: L4: 161-165, U4: L6: 167, 169-173, U4: L7: 66, 174-175, U4: L7: 177-178, U4: L9: 179-183, U5: L1: 189, 191-196, U5: L3: 201-202, U5: L4: 203-208, U5: L5: 189, 201</p>
(7) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to explain the role of irony, sarcasm, and paradox in literary works.	<p>Level 1 The following provide opportunities: TE: U7: L6: 60-63, U9: L1 191-194, U9: L3: 206-209, U9: L7: 241-246, U9: L10: 262-263, U12: L1: 453-456, U12: L2: 466-468, U12: L3: 474-478, U12: L5: 494, U12: L7: 516-533, U12: L10: 549-550 SE: U7: L6: 33-34, U9: L1 114, U9: L3: 123-124, U9: L5: 222, U9: L7: 144-145, U9: L10: 161, U12: L1: 280, U12: L2: 289-290, U12: L3: 295-296, U12: L7: 316-324</p> <p>Level 2 TE: U2: L3: 105-108, U2: L4: 109-115, U3: L4: 191-200, U3: L7: 235-241, U3: L8: 242-247, U3: L9: 248-263, U4: L4: 305-311, U5: L4: 390-397, U7: L4: 31-37, U8: L4: 110-121, U8: L9: 161-176, U10: L4: 302-311, U11: L4: 394-403, U11: L9: 433-439, U12: L4: 481-490, U12: L9: 518-524 SE: U2: L3: 42-49, U2: L4: 50-54, U3: L4: 90-96, U3: L7: 121-123, U3: L8: 124-125, U3: L9: 126-139, U4: L4: 161-165, U5: L4: 203-208, U7: L4: 18-21, U8: L4: 58-67, U8: L9: 93-105, U10: L4: 260-265, U11: L4: 307-314, U11: L9: 330-334, U12: L4: 360-367, U12: L9: 381-385</p>
(8) Reading/Comprehension of Informational Text/Culture and	<p>Level 1 The following provide opportunities:</p>

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<p>History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to explain the controlling idea and specific purpose of an expository text and distinguish the most important from the less important details that support the author's purpose.</p>	<p>TE: U6: L1: 400-402, U6: L3: 422-426, U6: L6: 452-457, U8: L5: 142-144, U8: L6: 152-156, U11: L2: 380-381, U11: L6: 415-417, U12: L4: 489-493</p> <p>SE: U6: L6: 245, U8: L5: 82, U8: L6: 87-90, U11: L2: 232-233, U11: L6: 256-257, U12: L4: 302-304</p> <p>Level 2</p> <p>TE: U4: L1: 276-278, 283-288, U4: L3: 298-304, U4: L4: 305-311, U4: L6: 316-318, 323-327, U4: L7: 330-334, U4: L8: 337-341, U4: L9: 342-348, U5: L6: 403-404, 409-412, U5: L7: 415-419, U5: L8: 420-424, U5: L9: 425-431, U5: L10: 440-441, U6: L1: 444-445, 451-455, U6: L3: 467-471, U6: L4: 472-479, U6: L5: 483-484, U6: L6: 485-487, 492-501, U6: L7: 504-509, 510, U6: L8: 511-516, U6: L9: 517-529</p> <p>SE: U4: L1: 145, 147-152, U4: L3: 66, 159-160, U4: L4: 161-165, U4: L6: 167, 169-173, U4: L7: 66, 174-175, U4: L7: 177-178, U4: L9: 179-183, U5: L6: 210, 212-215, U5: L7: 216-217, U5: L8: 66, 218-220, U5: L9: 221-224, U5: L10: 210, 218, U6: L1: 229, 230, 231-234, U6: L3: 243-245, U6: L4: 246-250, U6: L5: 229, 243, U6: L6: 252, 255-266, U6: L7: 267-268, U6: L8: 269-272, U6: L9: 253, 273-279</p>
<p>(9) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:</p>	
<p>(A) summarize text and distinguish between a summary that captures the main ideas and elements of a text and a critique that takes a position and expresses an opinion;</p>	<p>Level 1</p> <p>The following provide opportunities:</p> <p>TE: U1: L8: 61-63, U1: L9: 64-67, U1: L10: 71, 76-77, U2: L5: 112-120, U2: L9: 143-146, U3: L5: 189-195, U3: L8: 212-215, U3: L9: 217-221, U4: L5: 265-270, U4: L8: 289-292, U5: L7: 366-373, U5: L10: 391, U6: L3: 422-426, U6: L4: 431-434, U6: L7: 459-465, U7: L7: 66-72, U11: L10: 438</p> <p>SE: U1: L7: 26-27, U1: L8: 30-31, U1: L9: 33, U1: L10: 35, 40, U2: L5: 61-63, U3: L5: 101-103, U3: L8: 112-115, U3: L9: 115-116, U4: L5: 140-141, U4: L8: 151-152, U5: L7: 191-194, U6: L3: 228-229, U6: L4: 233-234, U6: L7: 246-247, U7: L7: 36-38</p> <p>Level 2</p> <p>The following provide opportunities:</p> <p>TE: U1: L8: 60-62, TE: U1: L9: 63-68, U1: L10: 70-76, U4: L3: 298-304, U4: L7: 330-334, U5: L3: 384-389, U5: L7: 415-419, U5: L8: 420-424, U5: L9: 425-431, U6: L3: 467-471, U7: L6: 42-44, 49-51, U7: L8: 60-64, U7: L9: 65-70, U9: L3: 211-215, U10: L3: 298-301, U10: L9: 342-350</p> <p>SE: U1: L8: 19, 26, U1: L9: 27-29, U1: L10: 31-33, U4: L3: 66, 159-160, U4: L7: 66, 174-175, U5: L3: 201-202, U5: L7: 216-217, U5: L8: 66, 218-220, U5: L9: 221-224, U6: L3: 243-245, U7: L6: 23, 25-27, U7: L8: 30-31, U7: L9: 32-34, U9: L3: 14, 126-128, U10: L3: 257-259, U10: L9: 278-283</p>
<p>(B) differentiate between opinions that are substantiated and unsubstantiated in the text;</p>	<p>Level 1</p> <p>The following provide opportunities:</p> <p>TE: U6: L2: 417, U6: L6: 452-457, U8: L4: 131-134, U11: L4: 395-398</p> <p>SE: U6: L2: 224, U6: L6: 245, U8: L4: 77-78, U11: L4: 243-245</p> <p>Level 2</p> <p>TE: U1: L6: 48-51, U5: L9: 425-431, U6: L6: 485-487, 492-501, U6: L7: 504-509, 510, U6: L8: 511-516, U6: L9: 517-529, U7: L8: 60-64, U7: L9: 65-70, U9: L1: 188-190, 195-201, U9: L3: 211-215, U9: L4: 216-225, U10: L1: 276-278, 283-289, U10: L3: 298-301, U10: L4: 302-311, U10: L7: 333-335, U10: L9: 342-350</p> <p>SE: U1: L6: 19-21, U5: L9: 221-224, U6: L6: 252, 255-266, U6: L7: 267-268, U6: L8: 269-272, U6: L9: 253, 273-279, U7: L8: 30-31, U7: L9: 32-34, U9: L1: 111, 113-120, U9: L3: 14, 126-128, U9: L4: 14, 129-135, U10: L1: 243, 245-252, U10: L3: 257-</p>

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	259, U10: L4: 260-265, U10: L7: 274, U10: L9: 278-283
(C) make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns; and	<p>Level 1 The following provide opportunities: TE: U6: L1: 400-402, U6: L3: 422-426, U6: L6: 452-457, U8: L5: 142-144, U8: L6: 152-156, U11: L2: 380-381, U11: L6: 415-417, U12: L4: 489-493 SE: U6: L6: 245, U8: L5: 82, U8: L6: 87-90, U11: L2: 232-233, U11: L6: 256-257, U12: L4: 302-304</p> <p>Level 2 TE: U5: L3: 384-389, U5: L9: 425-431, U6: L6: 485-487, 492-501, U6: L7: 504-509, 510, U6: L8: 511-516, U6: L9: 517-529, U7: L6: 42-44, 49-51, U7: L8: 60-64, U9: L3: 211-215, U9: L4: 216-225, U10: L3: 298-301, U10: L6: 317-319, 324-330, U10: L7: 333-335, U10: L8: 337-341 SE: U5: L3: 201-202, U5: L9: 221-224, U6: L6: 252, 255-266, U6: L7: 267-268, U6: L8: 269-272, U6: L9: 253, 273-279, U7: L6: 23, 25-27, U7: L8: 30-31, U9: L3: 14, 126-128, U9: L4: 14, 129-135, U10: L3: 257-259, U10: L6: 268, 270-273, U10: L7: 274, U10: L8: 276-277</p>
(D) synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence.	<p>Level 1 The following provide opportunities: TE: U6: L5: 436-441, U6: L6: 452-457, U8: L4: 131-134, U12: L4: 489-493 SE: U6: L6: 245, U8: L4: 77-78, U12: L4: 302-304</p> <p>Level 2 TE: U1: L6: 41-51, U9: L4: 216-225, U9: L8: 247-252, U10: L8: 337-341, U10: L9: 342-350 SE: U1: L6: 17-21, U9: L4: 14, 129-135, U9: L8: 204-206, U10: L8: 276-277, U10: L9: 278-283</p>
(10) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:	
(A) analyze the relevance, quality, and credibility of evidence given to support or oppose an argument for a specific audience; and	<p>Level 1 The following provide opportunities: TE: U6: L6: 452-457 SE: U6: L6: 245</p> <p>Level 2 TE: U6: L7: 504-509, 510, U6: L9: 517-529, U10: L3: 298-301, U10: L4: 302-311, U10: L9: 342-350 SE: U6: L7: 267-268, U6: L9: 253, 273-279, U10: L3: 257-259, U10: L4: 260-265, U10: L9: 278-283</p>
(B) analyze famous speeches for the rhetorical structures and devices used to convince the reader of the authors' propositions.	<p>Level 2 TE: U6: L7: 504-509, 510, U6: L9: 517-529 SE: U6: L7: 267-268, U6: L9: 253, 273-279</p>
(11) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:	
(A) analyze the clarity of the objective(s) of procedural text (e.g., consider reading instructions for software, warranties, consumer publications); and	
(B) analyze factual, quantitative, or	Level 1

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technical data presented in multiple graphical sources.	<p>TE: U1: L1: 4-5, U1: L1: 10, U1:L5: 37, U1: L6: 45, U2: L1: 80-81, 86, U2: L6: 122, U3: L1: 158-160, U3: L1: 165, U3: L6: 197,U4: L1: 236-238, 243, U5: L1: 310-312, U5: L1: 317-318, U6: L1: 400-402, 407, U6: L4: 432-433, U7: L1: 6, U8: L1: 100-102, 107-108, U9: L1: 188-190, 195-199, U10: L1: 276-278, U10: L6: 328, 330, U11: L1: 369-371, U11: L2: 380-381, U11: L7: 418-424, U11: L10: 442, U12: L1: 450-452</p> <p>SE: U1:L1: 2, U1: L1:4-5, U1: L6: 14, U2: L1:41, 43, U3: L1: 83, 85-87, U4: L1: 123, 125-126, U5: L1: 161, 163-165, U6: L1: 215, 217-218, U7: L1: 1, 3-6, U8: L1: 57, 59-61, U9: L1: 113, 115-118, U10: L1: 171, 173-175, U10: L6: 202-203, U11: L1: 223, 225-227, U11: L2: 232-233, U11: L7: 258-260, U11: L10: 274, U12: L1: 279, 281-288</p> <p>Level 2</p> <p>TE: U9: L1: 188-190, 195-201</p> <p>SE: U9: L1: 111, 113-120</p>
(12) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:	
(A) compare and contrast how events are presented and information is communicated by visual images (e.g., graphic art, illustrations, news photographs) versus non-visual texts;	<p>At the beginning of each Unit, students watch a video to build background knowledge. Discussion follows which provides opportunities to meet this standard.</p> <p>Level 2</p> <p>TE: U1: L5: 39-40, U3: L5: 203-205, U6: L10: 530-531, U8: L8: 156-160</p> <p>SE: U3: L5: 71, 89, U6: L10: 253, 273-279, U8: L8: 15, 90-92</p>
(B) analyze how messages in media are conveyed through visual and sound techniques (e.g., editing, reaction shots, sequencing, background music);	<p>At the beginning of each Unit, students watch a video to build background knowledge. Discussion follows which provides opportunities to meet this standard.</p> <p>Level 2</p> <p>TE: U1: L5: 39-40, U3: L5: 203-205, U6: L10: 530-531</p> <p>SE: U3: L5: 71, 89, U6: L10: 253, 273-279</p>
(C) compare and contrast coverage of the same event in various media (e.g., newspapers, television, documentaries, blogs, Internet); and	<p>At the beginning of each Unit, students watch a video to build background knowledge. Discussion follows which provides opportunities to meet this standard.</p> <p>Level 2</p> <p>TE: U1: L5: 39-40(P.O.), U8: L8: 156-160</p> <p>SE: U8: L8: 15, 90-92</p>
(D) evaluate changes in formality and tone within the same medium for specific audiences and purposes.	<p>At the beginning of each Unit, students watch a video to build background knowledge. Discussion follows which provides opportunities to meet this standard.</p>
(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:	
(A) plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;	<p>Level 1</p> <p>TE: U4: L9: 293-296, U5: L2: 329, U5: L5: 354-357, U5: L8: 374-379, U6: L8: 466-469, U7: L8: 73-77, U8: L8: 164-168, U10: L8: 336-340, U11: L8: 425-428, U12: L8: 534-540, U12: L9: 547-548</p> <p>SE: U4: L9: 153-154, U5: L5: 182-186, U5: L8: 195-201, U6: L8: 248-251, U7: L8: 39-41, U8: L8: 94-96, U8: L9: 102-103, U10: L8: 206-210, U11: L8: 261-264, U12: L8: 325-328, U12: L9: 334-335</p> <p>Level 2</p>

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(B) structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning;	<p>Level 1</p> <p>TE: U4: L2: 252-253, U4: L5: 271-272, U4: L9: 293-296, U5: L2: 329, U5: L5: 354-357, U5: L8: 374-379, U6: L2: 415-416, U6: L5: 442-444, U6: L6: 451, U6: L8: 466-469, U7: L8: 73-77, L9: 80-81, U8: L6: 151, U8: L8: 164-168, U8: L9: 174, U9: L9: 261, U10: L8: 336-340, U11: L8: 425-428, U11: L9: 432-435, U12: L8: 534-540, U12: L9: 547-548</p> <p>SE: U4: L2: 130, U4: L5: 142, U4: L9: 153-154, U5: L5: 182-186, U5: L8: 195-201, U6: L2: 223, U6: L5: 236-238, U6: L6: 244, U6: L8: 248-251, U7: L8: 39-41, L9: 44-45, U8: L6: 86, U8: L8: 94-96, U9: L8: 147-153, U9: L9: 159, U10: L8: 206-210, U11: L8: 261-264, U11: L9: 268-269, U12: L8: 325-328, U12: L9: 334-335</p> <p>Level 2</p> <p>TE: U1: L10: 70-75, U3: L10: 264-270, U4: L10: 351-356, U5: L10: 434-439, U6: L10: 532-538, U7: L10: 73-76, U8: L10: 179-183, U9: L10: 266-271, U10: L10: 353-360, U11: L10: 442-446, U12: L10: 527-533</p> <p>SE: U1: L10: 30-34, U3: L10: 30, 140-143, U4: L10: 184-187, U5: L10: 30, 225-228, 371, U6: L10: 280-284, U7: L10: 36-38, U8: L10: 35, 106-109, 553, U9: L10: 238-241, 546, 551, U10: L10: 284-287, U11: L10: 335-337, U12: L10: 386-390</p>
(C) revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed;	<p>Level 1</p> <p>TE: U4: L2: 252-253, U4: L5: 271-272, U4: L9: 293-296, U5: L2: 329, U5: L5: 354-357, U5: L8: 374-379, U6: L2: 415-416, U6: L5: 442-444, U6: L6: 451, U6: L8: 466-469, U7: L8: 73-77, L9: 80-81, U8: L6: 151, U8: L8: 164-168, U8: L9: 174, U9: L9: 261, U10: L8: 336-340, U11: L8: 425-428, U11: L9: 432-435, U12: L8: 534-540, U12: L9: 547-548</p> <p>SE: U4: L2: 130, U4: L5: 142, U4: L9: 153-154, U5: L5: 182-186, U5: L8: 195-201, U6: L2: 223, U6: L5: 236-238, U6: L6: 244, U6: L8: 248-251, U7: L8: 39-41, L9: 44-45, U8: L6: 86, U8: L8: 94-96, U8: L9: 102-103, U9: L8: 147-153, U9: L9: 159, U10: L8: 206-210, U11: L8: 261-264, U11: L9: 268-269, U12: L8: 325-328, U12: L9: 334-335</p> <p>Level 2</p> <p>TE: U1: L2: 22-25, U3: L10: 264-270, U4: L10: 351-356, U5: L10: 434-439, U6: L10: 532-538, U8: L10: 179-183, U9: L10: 266-271, U10: L10: 353-360, U11: L10: 442-446, U12: L10: 527-533</p> <p>SE: U1: L2: 9-10, U3: L10: 30, 140-143, U4: L10: 184-187, U5: L10: 30, 225-228, 371, U6: L10: 280-284, U8: L10: 35, 106-109, 553, U9: L10: 238-241, 546, 551, U10: L10: 284-287, U11: L10: 335-337, U12: L10: 386-390</p>
(D) edit drafts for grammar, mechanics, and spelling; and	<p>Level 1</p> <p>TE: U4: L2: 252-253, U4: L5: 271-272, U4: L9: 293-296, U5: L2: 329, U5: L5: 354-357, U5: L8: 374-379, U6: L2: 415-416, U6: L5: 442-444, U6: L6: 451, U6: L8: 466-469, U7: L8: 73-77, L9: 80-81, U8: L6: 151, U8: L8: 164-168, U8: L9: 174, U9: L9: 261, U10: L8: 336-340, U11: L8: 425-428, U11: L9: 432-435, U12: L8: 534-540, U12: L9: 547-548</p> <p>SE: U4: L2: 130, U4: L5: 142, U4: L9: 153-154, U5: L5: 182-186, U5: L8: 195-201,</p>

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	<p>U6: L2: 223, U6: L5: 236-238, U6: L6: 244, U6: L8: 248-251, U7: L8: 39-41, L9: 44-45, U8: L6: 86, U8: L8: 94-96, U8: L9: 102-103, U9: L8: 147-153, U9: L9: 159, U10: L8: 206-210, U11: L8: 261-264, U11: L9: 268-269, U12: L8: 325-328, U12: L9: 334-335</p> <p>Level 2</p> <p>TE: U1: L2: 22-25, U3: L10: 264-270, U4: L10: 351-356, U5: L10: 434-439, U6: L10: 532-538, U7: L10: 73-76, U8: L10: 179-183, U9: L10: 266-271, U10: L10: 353-360, U11: L10: 442-446, U12: L10: 527-533</p> <p>SE: U1: L2: 9-10, U3: L10: 30, 140-143, U4: L10: 184-187, U5: L10: 30, 225-228, 371, U6: L10: 280-284, U7: L10: 36-38, U8: L10: 35, 106-109, 553, U9: L10: 238-241, 546, 551, U10: L10: 284-287, U11: L10: 335-337, U12: L10: 386-390</p>
(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	<p>Level 1</p> <p>TE: U4: L2: 252-253, U4: L5: 271-272, U4: L9: 293-296, U5: L2: 329, U5: L5: 354-357, U5: L8: 374-379, U6: L2: 415-416, U6: L5: 442-444, U6: L6: 451, U6: L8: 466-469, U7: L8: 73-77, L9: 80-81, U8: L6: 151, U8: L8: 164-168, U8: L9: 174, U9: L9: 261, U10: L8: 336-340, U11: L8: 425-428, U11: L9: 432-435, U12: L8: 534-540, U12: L9: 547-548</p> <p>SE: U4: L2: 130, U4: L5: 142, U4: L9: 153-154, U5: L5: 182-186, U5: L8: 195-201, U6: L2: 223, U6: L5: 236-238, U6: L6: 244, U6: L8: 248-251, U7: L8: 39-41, L9: 44-45, U8: L6: 86, U8: L8: 94-96, U8: L9: 102-103, U9: L8: 147-153, U9: L9: 159, U10: L8: 206-210, U11: L8: 261-264, U11: L9: 268-269, U12: L8: 325-328, U12: L9: 334-335</p> <p>Level 2</p> <p>TE: U3: L10: 264-270, U4: L10: 351-356, U6: L10: 532-538, U7: L10: 73-76, U8: L10: 179-183, U9: L10: 266-271, U10: L10: 353-360, U11: L10: 442-446, U12: L10: 527-533</p> <p>SE: U3: L10: 30, 140-143, U4: L10: 184-187, U6: L10: 280-284, U7: L10: 36-38, U8: L10: 35, 106-109, 553, U9: L10: 238-241, 546, 551, U10: L10: 284-287, U11: L10: 335-337, U12: L10: 386-390</p>
(14) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to:	
(A) write an engaging story with a well-developed conflict and resolution, interesting and believable characters, and a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot;	<p>Level 1</p> <p>TE: U9: L8: 249-256, U12: L8: 534-540</p> <p>SE: U9: L8: 147-153, U12: L8: 325-328</p> <p>Level 2</p> <p>TE: U10: L7: 336, U10: L10: 353-360</p> <p>SE: U10: L7: 275, U10: L10: 284-287</p>
(B) write a poem using a variety of poetic techniques (e.g., structural elements, figurative language) and a variety of poetic forms (e.g., sonnets, ballads); and	<p>Level 2</p> <p>TE: U2: L10: 151-154, U10: L7: 333-335</p> <p>SE: U2: L10: 30, 70, U10: L7: 274</p>
(C) write a script with an explicit or implicit theme and details that contribute to a definite mood or tone.	
(15) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:	

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<p>(A) write an analytical essay of sufficient length that includes:</p> <p>(i) effective introductory and concluding paragraphs and a variety of sentence structures;</p> <p>(ii) rhetorical devices, and transitions between paragraphs;</p> <p>(iii) a controlling idea or thesis;</p> <p>(iv) an organizing structure appropriate to purpose, audience, and context; and</p> <p>(v) relevant information and valid inferences;</p>	<p>Level 1</p> <p>TE: U2: L9: 143-146, U3: L9: 217-221, U4: L9: 293-296, U5: L8: 374-379, U7: L8: 73-77, U8: L8: 164-168, U10: L8: 336-340, U11: L8: 425-428</p> <p>SE: U2: L9: 77, U3: L9: 115-116, U4: L9: 153-154, U5: L8: 195-201, U7: L8: 39-41, U8: L8: 94-96, U10: L8: 206-210, U11: L8: 261-264</p> <p>Level 2</p> <p>The following provide opportunities:</p> <p>TE: U3: L10: 264-270, U5: L10: 434-439, U6: L7: 510, U6: L10: 532-538, U7: L10: 73-76, U8: L10: 179-183, U11: L10: 442-446, U12: L5: 493, U12: L10: 527-533</p> <p>SE: U3: L10: 30, 140-143, U5: L10: 30, 225-228, 371, U6: L10: 280-284, U7: L10: 36-38, U8: L10: 35, 106-109, 553, U11: L10: 335-337, U12: L5: 368, U12: L10: 386-390</p>
<p>(B) write procedural or work-related documents (e.g., instructions, e-mails, correspondence, memos, project plans) that include:</p> <p>(i) organized and accurately conveyed information; and</p> <p>(ii) reader-friendly formatting techniques;</p>	<p>Level 2</p> <p>TE: U1: L5: 38-39(P.O.), U10: L5: 314</p> <p>SE: U1: L5: 11, 16(P.O.), U10: L5: 266-267</p>
<p>(C) write an interpretative response to an expository or a literary text (e.g., essay or review) that:</p> <p>(i) extends beyond a summary and literal analysis;</p> <p>(ii) addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations; and</p> <p>(iii) analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices; and</p>	<p>Level 1</p> <p>The following provide opportunities:</p> <p>TE: U1: L6: 49-50, U1: L7: 56-57, U1: L9: 64-67, U2: L3: 104-105, U2: L7: 133-135, U2: L9: 143-146, U3: L2: 174-175, U4: L2: 252-253, U4: L5: 271-272, U4: L6: 278-280, U4: L9: 293-296, U5: L2: 329, U5: L5: 354-357, U5: L8: 374-379, U6: L2: 415-416, U6: L5: 442-444, U6: L6: 451, U6: L8: 466-469, U7: L5: 48-50, U7: L8: 73-77, L9: 80-81, U8: L5: 142-144, U8: L8: 164-168, U9: L5: 228-230, U9: L7: 247-248, U9: L8: 249-256, U10: L5: 314-321, U10: L6: 327, U10: L8: 336-340, U11: L8: 425-428, U12: L5: 503-506, U12: L8: 534-540, U12: L9: 547-548</p> <p>SE: U1: L7: 27, U2: L3: 55, U2: L7: 70-71, U2: L9: 77, U3: L2: 91, U4: L2: 130, U4: L5: 143, U4: L6: 144-145, U4: L9: 153-154, U5: L2: 170, U5: L5: 182-186, U5: L8: 195-201, U6: L2: 223, U6: L5: 236-238, U6: L6: 244, U6: L8: 248-251, U7: L5: 25-26, U7: L8: 39-41, L9: 44-45, U8: L5: 80-81, U8: L8: 94-96, U9: L5: 135-137, U9: L7: 146, U9: L8: 147-153, U10: L5: 194-196, U10: L6: 200-201, U10: L7: 329-335, U10: L8: 206-210, U11: L8: 261-264, U12: L5: 306-308, U12: L8: 325-328, U12: L9: 334-335</p> <p>Level 2</p> <p>The following provide opportunities:</p> <p>TE: U1: L5: 38-39, U1: L10: 70-75, U2: L5: 117-119, U2: L8: 140-144, U3: L5: 202-205, U3: L8: 242-247, U3: L10: 264-270, U4: L5: 313-314, U4: L8: 337-341, U4: L10: 351-356, U5: L3: 384-389, U5: L5: 400, U5: L8: 420-424, U5: L10: 434-439, U6: L8: 511-516, U7: L3: 25-30, U7: L5: 40, U7: L7: 56-59, U8: L3: 105-109, U8: L5: 124, U8: L7: 151-155, U8: L8: 156-160, U8: L10: 179-183, U9: L3: 211-215, U9: L5: 228, U9: L7: 242-246, U9: L8: 247-252, U10: L5: 314, U10: L7: 333-335, U10: L8: 337-341, U11: L5: 406-406, U11: L7: 423-426, U11: L8: 428-432, U11: L10: 442-446, U12: L3: 477-480, U12: L5: 493, U12: L7: 509-512, U12: L8: 513-517, U12: L10: 527-533</p>

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	SE: U1: L5: 11, 16 , U1: L10: 30-34, U2: L5: 55-56, U2: L8: 59, 66-67, U3: L5: 97-98, U3: L8: 124-125, U3: L10: 30, 140-143, U4: L5: 166, U4: L7: 177-178, U4: L10: 184-187, U5: L3: 201-202, U5: L5: 209, U5: L8: 66, 218-220, U5: L10: 30, 225-228, 371, U6: L5: 251, U6: L8: 269-272, U7: L3: 14-17, U7: L5: 22, U7: L7: 14, 29, U8: L3: 55-57, U8: L5: 68, U8: L7: 88-89, U8: L8: 15, 90-92, U8: L10: 35, 106-109, 553, U9: L3: 14, 126-128, U9: L5: 136, U9: L7: 14, 202-203, U9: L8: 204-206, U10: L5: 266-267, U10: L7: 274, U10: L8: 276-277, U11: L5: 315-316, U11: L7: 325, U11: L8: 327-329, U11: L10: 335-337, U12: L3: 358-359, U12: L5: 368, U12: L7: 376-377, U12: L8: 378-380, U12: L10: 386-390
(D) produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that conveys a distinctive point of view and appeals to a specific audience.	
(16) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience that includes:	
(A) a clear thesis or position based on logical reasons supported by precise and relevant evidence;	Level 2 TE: U7: L10: 73-76, U11: L5: 406-406 SE: U7: L10: 36-38, U11: L5: 315-316
(B) consideration of the whole range of information and views on the topic and accurate and honest representation of these views;	Level 2 TE: U7: L10: 73-76 SE: U7: L10: 36-38
(C) counter-arguments based on evidence to anticipate and address objections;	Level 2 TE: U7: L10: 73-76 SE: U7: L10: 36-38
(D) an organizing structure appropriate to the purpose, audience, and context; and	Level 2 TE: U7: L10: 73-76, U11: L5: 406-406 SE: U7: L10: 36-38, U11: L5: 315-316
(E) an analysis of the relative value of specific data, facts, and ideas.	Level 2 TE: U7: L10: 73-76 SE: U7: L10: 36-38
(17) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:	
(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking: (i) more complex active and passive tenses and verbals (gerunds,	Level 1 TE: U1: L3: 25-27, U1: L4: 32, U1: L8: 59-60, U1: L10: 72-75, U2: L2: 96-98, U2: L3: 102-103, U2: L4: 107-108, U2: L5: 120-121, U2: L8: 137-138, U2: L10: 149, U3: L3: 179-181, U3: L4: 184, U3: L7: 208-210, U3: L10: 230-231, U4: L2: 249-251, U4: L3: 257, U4: L4: 261, U4: L7: 285-287, U4: L10: 299, 305, U5: L2: 325-328, U5: L3: 333-334, U5: L4: 341, U5: L5: 347-353, U5: L9: 382-387, U5: L10: 392-393, 395-

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<p>infinitives, participles);</p> <p>(ii) restrictive and nonrestrictive relative clauses; and</p> <p>(iii) reciprocal pronouns (e.g., each other, one another);</p>	<p>397, U6: L2: 413-415, U6: L3: 420-421, U6: L4: 428, U6: L9: 472-473, U6: L10: 477, 480-483, U7: L2: 18-19, U7: L3: 27-28, U7: L4: 35, U7: L9: 81-86, U7: L10: 93-97, U8: L2: 114-116, U8: L3: 121-123, U8: L4: 129-130, U8: L9: 171-173, U8: L10: 179, U8: L10 184-185, U9: L2 202, U9: L3: 209-210, U9: L4: 216, U9: L9: 259-260, U9: L10: 265, U9: L10: 272-273, U10: L2: 290-292, U10: L3: 299-300, U10: L4: 307-308, U10: L9: 343-349, U10: L10: 357-358, U11: L2: 377-380, U11: L4: 393, U11: L9: 432-433, U11: L10: 439, U11: L10: 445-446, U12: L2: 469-472, U12: L4: 485-487, U12: L9: 543-545, U12: L10: 555-556</p> <p>SE: U1: L3: 12-13, U1: L8: 29, U1: L10: 36-37, 39, U2: L2: 50, U2: L3: 53-54, U2: L4: 57-58, U2: L5: 64, U2: L10: 79, U3: L2: 89, U3: L3: 94, U3: L4: 97, U3: L7: 109-110, U3: L10: 120-121, U4: L2: 128-129, U4: L3: 133, U4: L7: 148-149, U4: L10: 159, U5: L2: 167-169, U5: L3: 173-174, U5: L4: 179, U5: L9: 204-208, U5: L10: 211, 213-214, U6: L2: 221-222, U6: L3: 226-227, U6: L4: 231, U6: L9: 254-255, U6: L10: 260-262, U7: L2: 8-9, U7: L3: 15, U7: L4: 20, U7: L9: 46-49, U7: L10: 53-56, U8: L2: 64-66, U8: L3: 70-71, U8: L4: 75, U8: L9: 99-101, U8: L10 107, U8: L10 111, U9: L2 120, U9: L3: 125-126, U9: L4: 131, U9: L9: 156-158, U9: L10: 162, U9: L10: 169-170, U10: L2: 178-180, U10: L3: 186, U10: L4: 190, U10: L9: 213-215, U10: L10: 220-221, U11: L2: 230-231, U11: L4: 241, U11: L9: 267, U11: L10: 271, U11: L10: 277-278, U12: L2: 291-293, U12: L4: 300, U12: L9: 331, U12: L10: 338-339</p> <p>Level 2</p> <p>TE: U1: L2: 17-21, U1: L2: 22-25, U1: L4: 31-36, U1: L7: 52-59, U2: L2: 95-104, U2: L7: 134-136, U3: L2: 178-185, U3: L4: 191-200, U3: L7: 232-234, U3: L9: 248-263, U4: L2: 291-290, 295-297, U4: L7: 335-336, U4: L9: 342-348, U4: L10: 351-356, U5: L2: 375-380, U5: L4: 390-397, U6: L2: 458-464, 464-466, U6: L4: 472-479, U7: L2: 19-21, 22-24, U7: L4: 31-37, U8: L2: 98-102, 103-104, U8: L9: 161-176, U9: L2: 203-210, U9: L4: 216-225, U10: L2: 292-297, U10: L4: 302-311, U11: L2: 382-385, U11: L4: 394-403, U11: L9: 433-439, U12: L2: 469-473, U12: L4: 481-490, U12: L9: 518-524</p> <p>SE: U1: L2: 7-8, U1: L2: 9-10, U1: L4: 12-15, U1: L7: 18, 22-25, U2: L2: 42-48, U2: L7: 63-64, U3: L2: 83-88, U3: L4: 90-96, U3: L7: 119-120, U3: L9: 126-139, U4: L2: 154-156, 157-158, U4: L7: 176, U4: L9: 179-183, U4: L10: 184-187, U5: L2: 197-198, U5: L4: 203-208, U6: L2: 235-240, 241-242, U6: L4: 246-250, U7: L2: 10-11, 12-13, U7: L4: 18-21, U8: L2: 51-53, 54, U8: L9: 93-105, U9: L2: 121-123, 124-125, U9: L4: 14, 129-135, U10: L2: 253-255, 256, U10: L4: 260-265, U11: L2: 299-301, U11: L4: 307-314, U11: L9: 330-334, U12: L2: 350-354, U12: L4: 360-367, U12: L9: 381-385</p>
(B) identify and use the subjunctive mood to express doubts, wishes, and possibilities; and	<p>Level 2</p> <p>TE: U2: L6: 128-131, U5: L4: 390-397, U6: L4: 472-479, U11: L4: 394-403</p> <p>SE: U2: L6: 59-62, U5: L4: 203-208, U6: L4: 246-250, U11: L4: 307-314</p>
(C) use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).	<p>Level 1</p> <p>TE: U1: L6: 49-50, U3: L5: 195-196, U4: L5: 271-272, U4: L10: 157, U5: L3: 335-339, U5: L5: 354-357, U5: L6: 363, U6: L2: 415-416, U6: L6: 451, U8: L2: 116, U8: L3: 121-123, U8: L6: 151, U9: L7: 247-248, U10: L6: 327, U11: L6: 414, U11: L10: 439, U12: L6: 513</p> <p>SE: U1: U1: L5: 22, L6: 23, U4: L5: 142, U4: L10: 303, U5: L3: 175-177, U5: L5: 182-186, U5: L6: 190, U6: L2: 223, U6: L6: 244, U8: L2: 66, U8: L3: 70-71, U8: L6: 86, U9: L7: 146, U10: L6: 200-201, U11: L6: 255, U11: L10: 271, U12: L6: 313</p> <p>Level 2</p>

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(18) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:	
(A) use conventions of capitalization; and	<p>Level 1</p> <p>TE: U1: L2: 18-20, U2: L2: 96-98, U2: L5: 120-121, U4: L3: 257, U4: L7: 285, U5: L5: 354-357, U5: L6: 358-359, U6: L6: 447-448, U7: L2: 20-21, U7: L6: 53-54, U7: L6: 59, U8: L6: 147-148, U8: L6: 151, U8: L9: 174, U9: L6: 231-232, U10: L2: 293, U10: L6: 322-323, U11: L6: 409-410, U12: L6: 507-508</p> <p>SE: U1: L2: 9, U2: L2: 50, U2: L5: 64, U4: L3: 133, U5: L6: 186, U6: L6: 240, U7: L2: 10-11, U7: L6: 28, U7: L6: 32, U8: L6: 83, U8: L6: 86, U8: L9: 102-103, U9: L6: 138, U10: L2: 181, U10: L6: 197, U11: L6: 251, U12: L6: 309</p> <p>Word Training: U4: L13, U4: L14, U4: L15, U4: L16, U5: L17, U5: L18, U5: L19, U5: L20, U6: L21, U6: L22, U6: L23, U6: L24, U7: L25, U7: L26, U7: L27, U7: L28, U8: L29, U8: L30, U8: L31, U8: L32, U9: L33, U9: L34, U9: L35, U9: L36, U10: L37, U10: L38, U10: L39, U10: L40, U11: L41, U11: L42, U11: L43, U12: L44, U12: L45, U12: L46</p> <p>Level 2</p> <p>TE: U2: L2: 104, U6: L4: 472-479, U9: L4: 216-225</p> <p>SE: U2: L2: 48, U6: L4: 246-250, U9: L4: 14, 129-135</p>
(B) use correct punctuation marks including: (i) quotation marks to indicate sarcasm or irony; (ii) comma placement in nonrestrictive phrases, clauses, and contrasting expressions; and (iii) dashes to emphasize parenthetical information.	<p>Level 1</p> <p>TE: U1: L2: 18-20, U2: L2: 96-98, U2: L5: 120-121, U4: L3: 257, U4: L7: 285, U5: L5: 354-357, U5: L6: 358-359, U6: L6: 447-448, U7: L2: 20-21, U7: L6: 53-54, U7: L6: 59, U8: L6: 147-148, U8: L6: 151, U8: L9: 174, U9: L6: 231-232, U10: L2: 293, U10: L6: 322-323, U11: L6: 409-410, U12: L6: 507-508</p> <p>SE: U1: L2: 9, U2: L2: 50, U2: L5: 64, U4: L3: 133, U5: L6: 186, U6: L6: 240, U7: L2: 10-11, U7: L6: 28, U7: L6: 32, U8: L6: 83, U8: L6: 86, U8: L9: 102-103, U9: L6: 138, U10: L2: 181, U10: L6: 197, U11: L6: 251, U12: L6: 309</p> <p>Word Training: U4: L13, U4: L14, U4: L15, U4: L16, U5: L17, U5: L18, U5: L19, U5: L20, U6: L21, U6: L22, U6: L23, U6: L24, U7: L25, U7: L26, U7: L27, U7: L28, U8: L29, U8: L30, U8: L31, U8: L32, U9: L33, U9: L34, U9: L35, U9: L36, U10: L37, U10: L38, U10: L39, U10: L40, U11: L41, U11: L42, U11: L43, U12: L44, U12: L45, U12: L46</p> <p>Level 2</p> <p>TE: U1: L2: 22-25, U2: L2: 104, U2: L7: 134-136, U3: L2: 178-185, U3: L4: 191-200, U6: L2: 458-464, 464-466, U7: L2: 19-21, 22-24, U8: L2: 98-102, 103-104, U9: L4: 216-225, U9: L7: 241-242, U11: L2: 386-389, U12: L4: 481-490</p> <p>SE: U1: L2: 9-10, U2: L2: 48, U2: L7: 63-64, U3: L2: 83-88, U3: L4: 90-96, U6: L2: 235-240, 241-242, U7: L2: 10-11, 12-13, U8: L2: 51-53, 54, U9: L4: 14, 129-135, U9: L7: 201, U11: L2: 302-404, U12: L4: 360-367</p>
(19) Oral and Written	Level 1

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English I TEKS	Language! Live Matches
Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.	<p>TE: U1: L2: 18-20, U2: L2: 96-98, U2: L5: 120-121, U4: L3: 257, U4: L7: 285, U5: L5: 354-357, U5: L6: 358-359, U6: L6: 447-448, U7: L2: 20-21, U7: L6: 53-54, U7: L6: 59, U8: L6: 147-148, U8: L6: 151, U8: L9: 174, U9: L6: 231-232, U10: L2: 293, U10: L6: 322-323, U11: L6: 409-410, U12: L6: 507-508</p> <p>SE: U1: L2: 9, U2: L2: 50, U2: L5: 64, U4: L3: 133, U5: L6: 186, U6: L6: 240, U7: L2: 10-11, U7: L6: 28, U7: L6: 32, U8: L6: 83, U8: L6: 86, U8: L9: 102-103, U9: L6: 138, U10: L2: 181, U10: L6: 197, U11: L6: 251, U12: L6: 309</p> <p>Word Training: U4: L13, U4: L14, U4: L15, U4: L16, U5: L17, U5: L18, U5: L19, U5: L20, U6: L21, U6: L22, U6: L23, U6: L24, U7: L25, U7: L26, U7: L27, U7: L28, U8: L29, U8: L30, U8: L31, U8: L32, U9: L33, U9: L34, U9: L35, U9: L36, U10: L37, U10: L38, U10: L39, U10: L40, U11: L41, U11: L42, U11: L43, U12: L44, U12: L45, U12: L46</p>
(20) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:	
(A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and	
(B) formulate a plan for engaging in research on a complex, multi-faceted topic.	
(21) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:	
(A) follow the research plan to compile data from authoritative sources in a manner that identifies the major issues and debates within the field of inquiry;	<p>Level 1</p> <p>The following provide opportunities:</p> <p>TE: U11: L8: 425-428</p> <p>SE: U11: L8: 261-264</p>
(B) organize information gathered from multiple sources to create a variety of graphics and forms (e.g., notes, learning logs); and	<p>Level 1</p> <p>The following provide opportunities:</p> <p>TE: U11: L8: 425-428</p> <p>SE: U11: L8: 261-264</p>
(C) paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number).	<p>Level 1</p> <p>The following provide opportunities:</p> <p>TE: U11: L8: 425-428</p> <p>SE: U11: L8: 261-264</p>
(22) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:	
(A) modify the major research question as necessary to refocus the research plan;	<p>Level 1</p> <p>The following provide opportunities:</p> <p>TE: U11: L8: 425-428</p> <p>SE: U11: L8: 261-264</p>
(B) evaluate the relevance of information to the topic and determine the reliability, validity, and accuracy of sources (including Internet sources) by examining their	<p>Level 1</p> <p>The following provide opportunities:</p> <p>TE: U11: L8: 425-428</p> <p>SE: U11: L8: 261-264</p>

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English I TEKS	Language! Live Matches
authority and objectivity; and	
(C) critique the research process at each step to implement changes as the need occurs and is identified.	Level 1 The following provide opportunities: TE: U11: L8: 425-428 SE: U11: L8: 261-264
(23) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:	
(A) marshals evidence in support of a clear thesis statement and related claims;	Level 1 The following provide opportunities: TE: U11: L8: 425-428 SE: U11: L8: 261-264
(B) provides an analysis for the audience that reflects a logical progression of ideas and a clearly stated point of view;	Level 1 The following provide opportunities: TE: U11: L8: 425-428 SE: U11: L8: 261-264
(C) uses graphics and illustrations to help explain concepts where appropriate;	
(D) uses a variety of evaluative tools (e.g., self-made rubrics, peer reviews, teacher and expert evaluations) to examine the quality of the research; and	
(E) uses a style manual (e.g., <i>Modern Language Association, Chicago Manual of Style</i>) to document sources and format written materials.	
(24) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:	
(A) listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker's ideas for critical reflection and by asking questions related to the content for clarification and elaboration;	Level 1 TE: U1: L1: 4-5, 11-13, U1: L3: 27-30, U1: L6: 44-48, L9: 64-67, U2: L3: 104-105, U2: L6: 122-127, U3: L1: 158-160, U3: L6: 197-201, U3: L9: 217-221, U4: L1: 236-237, U4: L6: 273-277, U4: L9: 293-296, U5: L1: 317-322, U5: L5: 347-353, U6: L10: 476, U7: L5: 42-47, U8: L1: 107-111, U8: L5: 136-141, U8: L10 178, U9: L10: 263-264, U9: L10: 267-268, U10: L5: 314-318, U11: L5: 400-404, U12: L5: 495-503, U12: L10: 551-552 SE: U1: L3: 14-15, U2: L6: 65, U3: L1: 83, U3: L6: 104, U4: L6: 143, U5: L5: 175, U7: L5: 24, U8: L5: 79, U9: L10: 164-165, U10: L5: 194, U11: L5: 246, U12: L5: 305 Level 2 The following provide opportunities: TE: U6: L1: 444-445, 451-455, U6: L3: 467-471, U6: L4: 472-479, U6: L5: 483-484, U6: L6: 485-487, 492-501, U6: L7: 504-509, 510, U6: L8: 511-516, U6: L9: 517-529 SE: U6: L1: 229, 230, 231-234, U6: L3: 243-245, U6: L4: 246-250, U6: L5: 229, 243, U6: L6: 252, 255-266, U6: L7: 267-268, U6: L8: 269-272, U6: L9: 253, 273-279
(B) follow and give complex oral instructions to perform specific tasks,	

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English I TEKS	Language! Live Matches
answer questions, solve problems, and complete processes; and	
(C) evaluate the effectiveness of a speaker's main and supporting ideas.	
(25) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to give presentations using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.	
(26) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making.	<p>Level 1</p> <p>TE: U1: L1: 4-5, 11-13, U1: L3: 27-30, U1: L6: 44-48, L9: 64-67, U2: L3: 104-105, U2: L6: 122-127, U3: L1: 158-160, U3: L6: 197-201, U3: L9: 217-221, U4: L1: 236-237, U4: L6: 273-277, U4: L9: 293-296, U5: L1: 317-322, U5: L5: 347-353, U6: L10: 476, U7: L5: 42-47, U8: L1: 107-111, U8: L5: 136-141, U8: L10 178, U9: L10: 263-264, U9: L10: 267-268, U10: L5: 314-318, U11: L5: 400-404, U12: L5: 495-503, U12: L10: 551-552</p> <p>SE: U1: L3: 14-15, U2: L6: 65, U3: L1: 83, U3: L6: 104, U4: L6: 143, U5: L5: 175, U7: L5: 24, U8: L5: 79, U9: L10: 164-165, U10: L5: 194, U11: L5: 246, U12: L5: 305</p> <p>Level 2</p> <p>TE: U1: L1: 11-15, U1: L5: 39-40, U1: L8: 60-62, U1: L10: 76, U2: L5: 119-120, U2: L10: 155, U3: L3: 186-190, U3: L5: 203-205, U3: L10: 271-272, U4: L5: 314-315, U4: L7: 330-334, U4: L10: 351-357, U5: L1: 360-362, U5: L5: 401-402, U5: L10: 440-441, U6: L5: 483-484, U7: L5: 41, U7: L10: 77, U8: L5: 125-128, U8: L10: 184-185, U9: L5: 229-230, U9: L10: 272-273, U10: L5: 315-316, U10: L10: 361-362, U11: L5: 407, U11: L10: 447, U12: L5: 494-495, U12: L10: 534-535</p> <p>SE: U1: L1: 3-6, U1: L5: 1, U1: L8: 19, 26, U2: L5: 49, U2: L10: 57, 67, U3: L3: 66, 89, U3: L5: 71, 89, U3: L10: 99, 124, U4: L5: 146, 159, U4: L7: 175, U4: L10: 184-187, U5: L1: 189, U5: L5: 189, 201, U5: L10: 210, 218, U6: L5: 229, 243, U7: L5: 1, 16, U7: L10: 23, 30, U8: L5: 39, 55, U8: L10: 69, 90, U9: L5: 111, 126-128, U9: L10: 137, 204, U10: L5: 243, 257, U10: L7: 268, 276, U11: L5: 289, 305, U11: L10: 317, 327, U12: L5: 339, 358, U12: L10: 369, 378</p>

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English II TEKS	Language! Live Matches
Knowledge and skills.	
(1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	
(A) determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes;	<p>Level 1 The following provide opportunities: TE: U5: L3: 331-333 SE: U5: L3: 172</p> <p>Level 2 TE: U1: L6: 42, U4: L1: 276-277, U5: L1: 360-362, U8: L6: 129-130, SE: U5: L1: 189,</p>
(B) analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words;	<p>Level 1 TE: U1: L1: 6-9, U1: L2: 14-15, U1: L3: 21-24, U1: L5: 36-37, U1: L7: 51-52, U1: L10: 68-69, U2: L1: 82-85, U2: L2: 92-94, U2: L5: 111-112, U2: L7: 130-133, U2: L10: 147-148, U3: L1: 161-164, U3: L2: 170-171, U3: L3: 177-179, U3: L5: 187-188, U3: L7: 205-208, U4: L1: 239-242, U4: L2: 247-248, U4: L3: 255-256, U4: L5: 264-265, U4: L7: 281-284, U4: L10: 297-298, U5: L1: 313-316, U5: L2: 323-324, U5: L3: 331-333, U5: L6: 360-362, U5: L10: 389-390, U6: L1: 403-406, U6: L2: 411-412, U6: L6: 449-450, U6: L10: 474-475, U7: L1: 7-10, U7: L2: 16-17, U7: L6: 55-58, U7: L10: 87-88, 90, U8: L1: 100-102, U8: L2: 112-113, U8: L6: 149-150, U8: L10: 176-177, U9: L1: 191-194, U9: L2: 200-201, U9: L6: 233-236, U10: L1: 279-282, U10: L2: 288-290, U10: L6: 324-326, U10: L10: 351-352, U11: L2: 375-377, U11: L3: 383-386, U11: L6: 411-413, U11: L9: 430-431, U11: L10: 436-437, U12: L2: 466-468, U12: L3: 474-478, U12: L6: 509-512, U12: L9: 542-543, U12: L10: 549-550 SE: U1: L1: 3-5, U1: L2: 6, U1: L3: 11, U1: L5: 19, U1: L7: 25, U1: L10: 34, U2: L1: 42, U2: L2: 47-48, U2: L5: 60, U2: L7: 68-69, U2: L10: 78, U3: L1: 84, U3: L2: 88, U3: L5: 100, U3: L7: 108, U4: L1: 124, U4: L2: 127, U4: L3: 132, U4: L5: 139, U4: L7: 147, U4: L10: 155, 160, U5: L1: 162, U5: L2: 166, U5: L3: 172, U5: L6: 187-189, U5: L10: 210, U6: L1: 216, U6: L2: 219-220, U6: L6: 241-243, U6: L10: 256, U7: L1: 2, U7: L2: 7, U7: L6: 29-31, U7: L10: 50, U8: L1: 58, U8: L2: 62-63, U8: L6: 84-85, U8: L10: 106, U9: L1: 114, U9: L2: 119, U9: L6: 139-140, U10: L1: 172, U10: L2: 176-177, U10: L6: 198-199, U10: L10: 218, U11: L2: 228-229, U11: L3: 236, U11: L6: 252, U11: L9: 266, U11: L10: 270, U12: L2: 289-290, U12: L3: 295-296, U12: L6: 310-312, U12: L9: 330, U12: L10: 337 Word Training: U2: L5, U2: L6, U2: L7, U2: L8, U3: L9, U3: L10, U3: L11, U3: L12, U4: L13, U4: L14, U4: L15, U4: L16, U5: L17, U5: L18, U5: L19, U5: L20, U6: L21, U6: L22, U6: L23, U6: L24, U7: L25, U7: L26, U7: L27, U7: L28, U8: L29, U8: L30, U8: L31, U8: L32, U9: L33, U9: L34, U9: L35, U9: L36, U10: L37, U10: L38, U10: L39, U10: L40, U11: L41, U11: L42, U11: L43, U12: L44, U12: L45, U12: L46</p> <p>Level 2 TE: U1: L1: 7-10, U1: L2: 16-17, U1: L4: 31-36, U1: L5: 37-38, U1: L6: 44-51, U1: L7: 52-53, TE: U1: L9: 63-68, U1: L10: 69-70, U2: L1: 82-85, U2: L2: 93-94, U2: L4: 109-115, U2: L5: 116-117, U2: L6: 124-131, U2: L7: 132-133, U2: L10: 150-151, U3: L1: 160-174, U3: L2: 175-178, U3: L4: 191-200, U3: L5: 201-202, U3: L6: 209-212, 213-230, U3: L7: 231, U3: L9: 248-263, U3: L10: 264-265, U4: L1: 279-282, U4: L2: 289-290, U4: L4: 305-311, U4: L5: 312-313, U4: L6: 319-327, U4: L7: 328-329, U4: L9: 342-348, U4: L10: 349-350, U5: L1: 363-366, U5: L2: 373-374, U5: L4: 390-397, U5: L5: 398-399, U5: L6: 405-408, U5: L7: 413-414, U5: L10: 432-433, U6: L1: 447-450, U6: L2: 456-457, U6: L3: 467-471, U6: L4: 472-479, U6: L5: 480-481, U6: L6: 488-491, U6: L7: 502-503, U6: L10: 530-531, U7: L1: 7-10, U7: L2: 17-18, U7: L4: 31-37, U7: L5: 38-39, U7: L6: 45-48, U7: L7: 52-55, U7: L9: 65-70, U7:</p>

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English II TEKS	Language! Live Matches
Knowledge and skills.	
	<p>L10: 71-72, U8: L1: 83-86, U8: L2: 97-98, U8: L4: 110-121, U8: L5: 122-123, U8: L6: 132-135, U8: L7: 149-150, U8: L9: 161-176, U8: L10: 177-178, U9: L1: 191-194, U9: L2: 202-203, U9: L4: 216-225, U9: L5: 226-227, U9: L6: 234-237, U9: L7: 239-240, U9: L9: 252-263, U9: L10: 264-265, U10: L1: 279-282, U10: L2: 290-291, U10: L4: 302-311, U10: L5: 312-313, U10: L6: 320-323, U10: L7: 331-332, U10: L9: 342-350, U10: L10: 351-352, U11: L1: 368-371, U11: L2: 380-381, U11: L4: 394-403, U11: L5: 404-405, U11: L6: 411-414, U11: L7: 421-422, U11: L9: 433-439, U11: L10: 440-441, U12: L1: 455-458, U12: L2: 467-468, U12: L4: 481-490, U12: L5: 491-492, U12: L6: 498-501, U12: L7: 507-508, U12: L9: 518-524, U12: L10: 525-526</p> <p>SE: U1: L1: 2, U1: L4: 12-15, U1: L6: 18-21, U1: L7: 18, U1: L9: 27-29, U2: L1: 36, U2: L4: 50-54, U2: L6: 58-60, U2: L7: 58, U3: L1: 72-81, U3: L2: 72, 82, U3: L4: 90-96, U3: L6: 100, 101-117, U3: L9: 126-139, U4: L1: 146, U4: L2: 146, U4: L4: 161-165, U4: L5: 146, U4: L6: 168, U4: L9: 179-183, U4: L10: 168, U5: L1: 190, U5: L2: 190, U5: L4: 203-208, U5: L6: 211, U6: L1: 230, U6: L3: 243-245, U6: L4: 246-250, U6: L5: 230, U6: L6: 254, U7: L1: 4, U7: L4: 18-21, U7: L6: 24, U7: L7: 24, 28, U7: L9: 32-34, U8: L1: 40, U8: L4: 58-67, U8: L6: 70, U8: L9: 93-105, U9: L1: 112, U9: L4: 14, 129-135, U9: L6: 138, U9: L9: 209-237, U10: L1: 244, U10: L4: 260-265, U10: L6: 269, U10: L9: 278-283, U11: L1: 290, U11: L4: 307-314, U11: L6: 318, U11: L9: 330-334, U12: L1: 340, U12: L4: 360-367, U12: L6: 370, U12: L9: 381-385</p>
(C) infer word meaning through the identification and analysis of analogies and other word relationships;	<p>Level 1</p> <p>TE: U9: L6: 233-236, L6: 324-326, U11: L6: 411-413, U11: L10: 443-444, U12: L6: 509-512</p> <p>SE: U12: L6: 509-512, U10: L6: 199, U11: L6: 253-254, U11: L10: 275-276, U12: L6: 310-312</p>
(D) show the relationship between the origins and meaning of foreign words or phrases used frequently in written English and historical events or developments (e.g., glasnost, avant-garde, coup d'état); and	<p>Level 1</p> <p>The following provide opportunities:</p> <p>TE: U5: L6: 364-365, U11: L3: 383-386, U11: L10: 443-444, U12: L3: 474-478</p> <p>SE: U11: L3: 235-236, U11: L10: 275-276, U12: L3: 295-296</p> <p>Level 2</p> <p>TE: U3: L9: 248-263, U4: L4: 305-311</p> <p>SE: U3: L9: 126-139, U4: L4: 161-165</p>
(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words and phrases, including their connotations and denotations, and their etymology.	<p>Level 1</p> <p>TE: U1: L1: 6-9, U1: L2: 14-15, U1: L3: 21-24, U1: L5: 36-37, U1: L7: 51-52, U1: L10: 68-69, U2: L1: 82-85, U2: L2: 92-94, U2: L5: 111-112, U2: L7: 130-133, U2: L10: 147-148, U3: L1: 161-164, U3: L2: 170-171, U3: L3: 177-179, U3: L5: 187-188, U3: L7: 205-208, U4: L1: 239-242, U4: L2: 247-248, U4: L3: 255-256, U4: L5: 264-265, U4: L7: 281-284, U4: L10: 297-298, U5: L1: 313-316, U5: L2: 323-324, U5: L3: 331-333, U5: L6: 360-362, U5: L10: 389-390, U6: L1: 403-406, U6: L2: 411-412, U6: L6: 449-450, U6: L10: 474-475, U7: L1: 7-10, U7: L2: 16-17, U7: L6: 55-58, U7: L10: 87-88, 90, U8: L1: 100-102, U8: L2: 112-113, U8: L6: 149-150, U8: L10: 176-177, U9: L1: 191-194, U9: L2: 200-201, U9: L6: 233-236, U10: L1: 279-282, U10: L2: 288-290, U10: L6: 324-326, U10: L10: 351-352, U11: L2: 375-377, U11: L3: 383-386, U11: L6: 411-413, U11: L9: 430-431, U11: L10: 436-437, U12: L2: 466-468, U12: L3: 474-478, U12: L6: 509-512, U12: L9: 542-543, U12: L10: 549-550</p> <p>SE: U1: L1: 3-5, U1: L2: 6, U1: L3: 11, U1: L5: 19, U1: L7: 25, U1: L10: 34, U2: L1:</p>

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English II TEKS	Language! Live Matches
Knowledge and skills.	
	<p>42, U2: L2: 47-48, U2: L5: 60, U2: L7: 68-69, U2: L10: 78, U3: L1: 84, U3: L2: 88, U3: L5: 100, U3: L7: 108, U4: L1: 124, U4: L2: 127, U4: L3: 132, U4: L5: 139, U4: L7: 147, U4: L10: 155, 160, U5: L1: 162, U5: L2: 166, U5: L3: 172, U5: L6: 187-189, U5: L10: 210, U6: L1: 216, U6: L2: 219-220, U6: L6: 241-243, U6: L10: 256, U7: L1: 2, U7: L2: 7, U7: L6: 29-31, U7: L10: 50, U8: L1: 58, U8: L2: 62-63, U8: L6: 84-85, U8: L10 106, U9: L1 114, U9: L2 119, U9: L6: 139-140, U10: L1: 172, U10: L2: 176-177, U10: L6: 198-199, U10: L10: 218, U11: L2: 228-229, U11: L3: 236, U11: L6: 252, U11: L9: 266, U11: L10: 270, U12: L2: 289-290, U12: L3: 295-296, U12: L6: 310-312, U12: L9: 330, U12: L10: 337</p> <p>Word Training: U2: L5, U2: L6, U2: L7, U2: L8, U3: L9, U3: L10, U3: L11, U3: L12, U4: L13, U4: L14, U4: L15, U4: L16, U5: L17, U5: L18, U5: L19, U5: L20, U6: L21, U6: L22, U6: L23, U6: L24, U7: L25, U7: L26, U7: L27, U7: L28, U8: L29, U8: L30, U8: L31, U8: L32, U9: L33, U9: L34, U9: L35, U9: L36, U10: L37, U10: L38, U10: L39, U10: L40, U11: L41, U11: L42, U11: L43, U12: L44, U12: L45, U12: L46</p> <p>Level 2</p> <p>TE: U1: L1: 7-10, U1: L6: 44-51, U1: L7: 52-59, U2: L1: 82-85, U2: L6: 124-127, U2: L6: 58, U3: L1: 160-163, U3: L2: 175-178, U3: L6: 209-212, U4: L1: 279-282, U4: L6: 319-327, U5: L1: 363-366, U5: L6: 405-408, U6: L1: 447-450, U6: L6: 488-491, U7: L1: 7-10, U7: L6: 45-48, U7: L7: 52-55, U8: L6: 132-135, U9: L1: 191-194, U9: L2: 202-203, U9: L6: 234-237, U10: L1: 279-282, U10: L6: 320-323, U11: L6: 411-414, U12: L1: 455-458, U12: L6: 498-501</p> <p>SE: U1: L1: 2, U1: L6: 18-21, U1: L7: 18, U2: L1: 36, U3: L1: 72, U3: L2: 72, 82, U3: L6: 100, U4: L1: 146, U4: L6: 168, U5: L1: 190, U5: L6: 211, U6: L1: 230, U6: L6: 254, U7: L1: 4, U7: L6: 24, U7: L7: 24, 28, U8: L6: 70, U9: L1: 112, U9: L6: 138, U10: L1: 244, U10: L6: 269, U11: L6: 318, U12: L1: 340, U12: L6: 370</p>
(2) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:	
(A) compare and contrast differences in similar themes expressed in different time periods;	<p>Level 1</p> <p>The following provide an opportunity:</p> <p>TE: U12: L10: 551</p> <p>SE: U12: L10: 279</p> <p>Level 2</p> <p>The following provide an opportunity:</p> <p>TE: U4: L7: 330-334, U8: L5: 125-128, U8: L7: 151-155, U9: L8: 247-252, U9: L9: 252-263, U11: L7: 423-426, U11: L8: 428-432, U11: L9: 433-439, U12: L3: 477-480</p> <p>SE: U4: L7: 66, 174-175, U8: L5: 39, 55, U8: L7: 88-89, U9: L8: 204-206, U9: L9: 209-237, U11: L7: 325, U11: L8: 327-329, U11: L9: 330-334, U12: L3: 358-359</p>
(B) analyze archetypes (e.g., journey of a hero, tragic flaw) in mythic, traditional and classical literature; and	<p>Level 1</p> <p>The following provide opportunities:</p> <p>TE: U12: L1:450-452, U12: L10: 551-552</p> <p>SE: U12: L1: 279</p> <p>Level 2</p> <p>The following provide opportunities:</p> <p>TE: U8: L6: 129-131, 136-148, U12: L6: 496-497, 502-506</p> <p>SE: U8: L6: 69, 71-87, U12: L6: 369, 371-375</p>

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English II TEKS	Language! Live Matches
Knowledge and skills.	
(C) relate the figurative language of a literary work to its historical and cultural setting.	Level 2 The following provide opportunities: TE: U3: L7: 235-241, U3: L8: 242-247, U7: L4: 31-37 SE: U3: L7: 121-123, U3: L8: 124-125, U7: L4: 18-21
(3) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to analyze the structure or prosody (e.g., meter, rhyme scheme) and graphic elements (e.g., line length, punctuation, word position) in poetry.	Level 1 TE: U7: L5: 51-52, U7: L6: 60-64, U8: L3:121 SE: U7: L6: 33-34 Level 2 TE: U2: L6: 121-131, U2: L8: 140-144, U2: L9: 145-149, U8: L9: 161-176 SE: U2: L6: 57-60, 62, U2: L8: 59, 66-67, U2: L9: 68-69, U8: L9: 93-105
(4) Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to analyze how archetypes and motifs in drama affect the plot of plays.	Level 2 TE: U3: L6: 206-230, U3: L7: 235-241, U3: L8: 242-247, U3: L9: 248-263, U3: L10: 271-272 SE: U3: L6: 99, 100, 101-117, U3: L7: 121-123, U3: L8: 124-125, U3: L9: 126-139, U3: L10: 99, 124
(5) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:	
(A) analyze isolated scenes and their contribution to the success of the plot as a whole in a variety of works of fiction;	Level 1 The following provide opportunities: TE: U9: L2: 203-204, U9: L6: 236-240, U12: L7: 516-533, U12: L10: 551-552 SE: U9: L2: 121, U9: L6: 237-239, U12: L7: 316-324 Level 2 U3: L1: 164-174 (P.O.), U3: L8: 242-247(P.O.), U7: L1: 4-6, 11-16, U7: L3: 25-30, U8: L3: 105-109, U8: L9: 161-176, U9: L7: 242-246 U3: L1: 73-81(P.O.), U3: L8: 124-125(P.O.), U7: L1: 1-3, 5-9, U7: L3: 14-17, U8: L3: 55-57, U8: L9: 93-105, U9: L7: 14, 202-203
(B) analyze differences in the characters' moral dilemmas in works of fiction across different countries or cultures;	Level 1 The following provide opportunities: TE: U9: L2: 203-204, U9: L6: 236-240, U12: L7: 516-533, U12: L10: 551-552 SE: U9: L2: 121, U9: L6: 237-239, U12: L7: 316-324 Level 2 The following provide opportunities: TE: U2: L1: 86-92 (P.O.), U2: L3: 105-108, U2: L4: 109-115, U2: L5: 117-119, U3: L3: 186-190, U3: L4: 191-200, U7: L3: 25-30, U7: L4: 31-37, U8: L4: 110-121, U9: L7: 242-246, U9: L8: 247-252, U9: L9: 252-263, U11: L4: 394-403, U11: L9: 433-

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Knowledge and skills.	
	<p>439, U12: L3: 477-480, U12: L5: 493, U12: L10: 527-533</p> <p>SE: U2: L1: 37-40 (P.O.), U2: L3: 42-49, U2: L4: 50-54, U2: L5: 55-56, U3: L3: 66, 89, U3: L4: 90-96, U7: L3: 14-17, U7: L4: 18-21, U8: L4: 58-67, U9: L7: 14, 202-203, U9: L8: 204-206, U9: L9: 209-237, U11: L4: 307-314, U11: L9: 330-334, U12: L3: 358-359, U12: L5: 368, U12: L10: 386-390</p>
(C) evaluate the connection between forms of narration (e.g., unreliable, omniscient) and tone in works of fiction; and	<p>Level 1</p> <p>The following provide opportunities:</p> <p>TE: U9: L6: 236-240, U9: L10: 263-264</p> <p>Level 2</p> <p>TE: U2: L1: 80-81 (P.O.), U2: L1: 86-92, U4: L4: 305-311, U7: L1: 4-6, 11-16, U8: L4: 110-121, U8: L5: 125-128, U8: L8: 156-160, U8: L9: 161-176, U8: L10: 179-183, U9: L10: 272-273, U11: L4: 394-403, U11: L9: 433-439</p> <p>SE: U2: L10: 35 (P.O.), U2: L1: 37-40, U4: L4: 161-165, U7: L1: 1-3, 5-9, U8: L4: 58-67, U8: L5: 39, 55, U8: L8: 15, 90-92, U8: L9: 93-105, U8: L10: 35, 106-109, 553, U9: L10: 137, 204, U11: L4: 307-314, U11: L9: 330-334</p>
(D) demonstrate familiarity with works by authors from non-English-speaking literary traditions with emphasis on 20th century world literature.	
(6) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to evaluate the role of syntax and diction and the effect of voice, tone, and imagery on a speech, literary essay, or other forms of literary nonfiction.	<p>Level 1</p> <p>The following provide opportunities:</p> <p>TE: U7: L6: 60-63, 65, U9: L1 195-199, L5: 223-227, U9: L5: 228-230, U9: L7: 241-246, U9: L10: 263-264, U12: L1: 457-465, U12: L5: 495-503, U12: L7: 516-533</p> <p>SE: U7: L6: 35, U9: L1 115-118, L5: 134, U9: L5: 135-137, U9: L7: 144-145, U12: L5: 305, U12: L7: 316-324</p> <p>Level 2</p> <p>TE: U3: L7: 235-241 (P.O.), U4: L1: 276-278, 283-288, U4: L3: 298-304, U4: L4: 305-311, U4: L6: 316-318, 323-327, U4: L7: 330-334, U4: L8: 337-341, U4: L9: 342-348, U5: L1: 360-362, 367-372, U5: L3: 384-389, U5: L4: 390-397, U5: L5: 401-402</p> <p>SE: U3: L7: 121-123 (P.O.), U4: L1: 145, 147-152, U4: L3: 66, 159-160, U4: L4: 161-165, U4: L6: 167, 169-173, U4: L7: 66, 174-175, U4: L7: 177-178, U4: L9: 179-183, U5: L1: 189, 191-196, U5: L3: 201-202, U5: L4: 203-208, U5: L5: 189, 201</p>
(7) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to explain the function of symbolism, allegory, and allusions in literary works.	<p>Level 1</p> <p>The following provide opportunities:</p> <p>TE: U7: L6: 60-63, U9: L1 191-194, U9: L3: 206-209, U9: L7: 241-246, U9: L10: 262-263, U12: L1: 453-456, U12: L2: 466-468, U12: L3: 474-478, U12: L5: 494, U12: L7: 516-533, U12: L10: 549-550</p> <p>SE: U7: L6: 33-34, U9: L1 114, U9: L3: 123-124, U9: L5: 222, U9: L7: 144-145, U9: L10: 161, U12: L1: 280, U12: L2: 289-290, U12: L3: 295-296, U12: L7: 316-324</p> <p>Level 2</p> <p>TE: U2: L3: 105-108, U2: L4: 109-115, U3: L4: 191-200, U3: L7: 235-241, U3: L8: 242-247, U3: L9: 248-263, U4: L4: 305-311, U5: L4: 390-397, U7: L4: 31-37, U8: L4: 110-121, U8: L9: 161-176, U10: L4: 302-311, U11: L4: 394-403, U11: L9: 433-439, U12: L4: 481-490, U12: L9: 518-524</p> <p>SE: U2: L3: 42-49, U2: L4: 50-54, U3: L4: 90-96, U3: L7: 121-123, U3: L8: 124-125,</p>

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Knowledge and skills.	
	U3: L9: 126-139, U4: L4: 161-165, U5: L4: 203-208, U7: L4: 18-21, U8: L4: 58-67, U8: L9: 93-105, U10: L4: 260-265, U11: L4: 307-314, U11: L9: 330-334, U12: L4: 360-367, U12: L9: 381-385
(8) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to analyze the controlling idea and specific purpose of a passage and the textual elements that support and elaborate it, including both the most important details and the less important details.	<p>Level 1 The following provide opportunities: TE: U6: L1: 400-402, U6: L3: 422-426, U6: L6: 452-457, U8: L5: 142-144, U8: L6: 152-156, U11: L2: 380-381, U11: L6: 415-417, U12: L4: 489-493 SE: U6: L6: 245, U8: L5: 82, U8: L6: 87-90, U11: L2: 232-233, U11: L6: 256-257, U12: L4: 302-304</p> <p>Level 2 TE: U4: L1: 276-278, 283-288, U4: L3: 298-304, U4: L4: 305-311, U4: L6: 316-318, 323-327, U4: L7: 330-334, U4: L8: 337-341, U4: L9: 342-348, U5: L6: 403-404, 409-412, U5: L7: 415-419, U5: L8: 420-424, U5: L9: 425-431, U5: L10: 440-441, U6: L1: 444-445, 451-455, U6: L3: 467-471, U6: L4: 472-479, U6: L5: 483-484, U6: L6: 485-487, 492-501, U6: L7: 504-509, 510, U6: L8: 511-516, U6: L9: 517-529 SE: U4: L1: 145, 147-152, U4: L3: 66, 159-160, U4: L4: 161-165, U4: L6: 167, 169-173, U4: L7: 66, 174-175, U4: L7: 177-178, U4: L9: 179-183, U5: L6: 210, 212-215, U5: L7: 216-217, U5: L8: 66, 218-220, U5: L9: 221-224, U5: L10: 210, 218, U6: L1: 229, 230, 231-234, U6: L3: 243-245, U6: L4: 246-250, U6: L5: 229, 243, U6: L6: 252, 255-266, U6: L7: 267-268, U6: L8: 269-272, U6: L9: 253, 273-279</p>
(9) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:	
(A) summarize text and distinguish between a summary and a critique and identify non-essential information in a summary and unsubstantiated opinions in a critique;	<p>Level 1 The following provide opportunities: TE: U1: L8: 61-63, U1: L9: 64-67, U1: L10: 71, 76-77, U2: L5: 112-120, U2: L9: 143-146, U3: L5: 189-195, U3: L8: 212-215, U3: L9: 217-221, U4: L5: 265-270, U4: L8: 289-292, U5: L7: 366-373, U5: L10: 391, U6: L3: 422-426, U6: L4: 431-434, U6: L7: 459-465, U7: L7: 66-72, U11: L10: 438 SE: U1: L7: 26-27, U1: L8: 30-31, U1: L9: 33, U1: L10: 35, 40, U2: L5: 61-63, U3: L5: 101-103, U3: L8: 112-115, U3: L9: 115-116, U4: L5: 140-141, U4: L8: 151-152, U5: L7: 191-194, U6: L3: 228-229, U6: L4: 233-234, U6: L7: 246-247, U7: L7: 36-38</p> <p>Level 2 The following provide opportunities: TE: U1: L8: 60-62, TE: U1: L9: 63-68, U1: L10: 70-76, U4: L3: 298-304, U4: L7: 330-334, U5: L3: 384-389, U5: L7: 415-419, U5: L8: 420-424, U5: L9: 425-431, U6: L3: 467-471, U7: L6: 42-44, 49-51, U7: L8: 60-64, U7: L9: 65-70, U9: L3: 211-215, U10: L3: 298-301, U10: L9: 342-350 SE: U1: L8: 19, 26, U1: L9: 27-29, U1: L10: 31-33, U4: L3: 66, 159-160, U4: L7: 66, 174-175, U5: L3: 201-202, U5: L7: 216-217, U5: L8: 66, 218-220, U5: L9: 221-224, U6: L3: 243-245, U7: L6: 23, 25-27, U7: L8: 30-31, U7: L9: 32-34, U9: L3: 14, 126-128, U10: L3: 257-259, U10: L9: 278-283</p>
(B) distinguish among different kinds of evidence (e.g., logical, empirical, anecdotal) used to support conclusions and arguments in texts;	<p>Level 1 The following provide opportunities: TE: U6: L2: 417, U6: L6: 452-457, U8: L4: 131-134, U11: L4: 395-398 SE: U6: L2: 224, U6: L6: 245, U8: L4: 77-78, U11: L4: 243-245</p> <p>Level 2</p>

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English II TEKS	Language! Live Matches
Knowledge and skills.	
	<p>TE: U1: L6: 48-51, U5: L9: 425-431, U6: L6: 485-487, 492-501, U6: L7: 504-509, 510, U6: L8: 511-516, U6: L9: 517-529, U7: L8: 60-64, U7: L9: 65-70, U9: L1: 188-190, 195-201, U9: L3: 211-215, U9: L4: 216-225, U10: L1: 276-278, 283-289, U10: L3: 298-301, U10: L4: 302-311, U10: L7: 333-335, U10: L9: 342-350</p> <p>SE: U1: L6: 19-21, U5: L9: 221-224, U6: L6: 252, 255-266, U6: L7: 267-268, U6: L8: 269-272, U6: L9: 253, 273-279, U7: L8: 30-31, U7: L9: 32-34, U9: L1: 111, 113-120, U9: L3: 14, 126-128, U9: L4: 14, 129-135, U10: L1: 243, 245-252, U10: L3: 257-259, U10: L4: 260-265, U10: L7: 274, U10: L9: 278-283</p>
(C) make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns; and	<p>Level 1 The following provide opportunities: TE: U6: L1: 400-402, U6: L3: 422-426, U6: L6: 452-457, U8: L5: 142-144, U8: L6: 152-156, U11: L2: 380-381, U11: L6: 415-417, U12: L4: 489-493 SE: U6: L6: 245, U8: L5: 82, U8: L6: 87-90, U11: L2: 232-233, U11: L6: 256-257, U12: L4: 302-304</p> <p>Level 2 TE: U5: L3: 384-389, U5: L9: 425-431, U6: L6: 485-487, 492-501, U6: L7: 504-509, 510, U6: L8: 511-516, U6: L9: 517-529, U7: L6: 42-44, 49-51, U7: L8: 60-64, U9: L3: 211-215, U9: L4: 216-225, U10: L3: 298-301, U10: L6: 317-319, 324-330, U10: L7: 333-335, U10: L8: 337-341 SE: U5: L3: 201-202, U5: L9: 221-224, U6: L6: 252, 255-266, U6: L7: 267-268, U6: L8: 269-272, U6: L9: 253, 273-279, U7: L6: 23, 25-27, U7: L8: 30-31, U9: L3: 14, 126-128, U9: L4: 14, 129-135, U10: L3: 257-259, U10: L6: 268, 270-273, U10: L7: 274, U10: L8: 276-277</p>
(D) synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence.	<p>Level 1 The following provide opportunities: TE: U6: L5: 436-441, U6: L6: 452-457, U8: L4: 131-134, U12: L4: 489-493 SE: U6: L6: 245, U8: L4: 77-78, U12: L4: 302-304</p> <p>Level 2 TE: U1: L6: 41-51, U9: L4: 216-225, U9: L8: 247-252, U10: L8: 337-341, U10: L9: 342-350 SE: U1: L6: 17-21, U9: L4: 14, 129-135, U9: L8: 204-206, U10: L8: 276-277, U10: L9: 278-283</p>
(10) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:	
(A) explain shifts in perspective in arguments about the same topic and evaluate the accuracy of the evidence used to support the different viewpoints within those arguments; and	<p>Level 1 The following provide opportunities: TE: U6: L6: 452-457 SE: U6: L6: 245</p> <p>Level 2 The following provide opportunities: TE: U6: L7: 504-509, 510, U6: L9: 517-529, U10: L3: 298-301, U10: L4: 302-311, U10: L9: 342-350</p>

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English II TEKS	Language! Live Matches
Knowledge and skills.	
	SE: U6: L7: 267-268, U6: L9: 253, 273-279, U10: L3: 257-259, U10: L4: 260-265, U10: L9: 278-283
(B) analyze contemporary political debates for such rhetorical and logical fallacies as appeals to commonly held opinions, false dilemmas, appeals to pity, and personal attacks.	Level 2 The following provide opportunities: TE: U6: L7: 504-509, 510, U6: L9: 517-529 SE: U6: L7: 267-268, U6: L9: 253, 273-279
(11) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:	
(A) evaluate text for the clarity of its graphics and its visual appeal; and	
(B) synthesize information from multiple graphical sources to draw conclusions about the ideas presented (e.g., maps, charts, schematics).	Level 1 TE: U1: L1: 4-5, U1: L1: 10, U1:L5: 37, U1: L6: 45, U2: L1: 80-81, 86, U2: L6: 122, U3: L1: 158-160, U3: L1: 165, U3: L6: 197,U4: L1: 236-238, 243, U5: L1: 310-312, U5: L1: 317-318, U6: L1: 400-402, 407, U6: L4: 432-433, U7: L1: 6, U8: L1: 100-102, 107-108, U9: L1: 188-190, 195-199, U10: L1: 276-278, U10: L6: 328, 330, U11: L1: 369-371, U11: L2: 380-381, U11: L7: 418-424, U11: L10: 442, U12: L1: 450-452 SE: U1:L1: 2, U1: L1:4-5, U1: L6: 14, U2: L1:41, 43, U3: L1: 83, 85-87, U4: L1: 123, 125-126, U5: L1: 161, 163-165, U6: L1: 215, 217-218, U7: L1: 1, 3-6, U8: L1: 57, 59-61, U9: L1: 113, 115-118, U10: L1: 171, 173-175, U10: L6: 202-203, U11: L1: 223, 225-227, U11: L2: 232-233, U11: L7: 258-260, U11: L10: 274, U12: L1: 279, 281-288 Level 2 TE: U9: L1: 188-190, 195-201 SE: U9: L1: 111, 113-120
(12) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:	
(A) evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts;	At the beginning of each Unit, students watch a video to build background knowledge. Discussion follows which provides opportunities to meet this standard. Level 2 TE: U1: L5: 39-40, U3: L5: 203-205, U6: L10: 530-531, U8: L8: 156-160 SE: U3: L5: 71, 89, U6: L10: 253, 273-279, U8: L8: 15, 90-92
(B) analyze how messages in media are conveyed through visual and sound techniques (e.g., editing, reaction shots, sequencing, background music);	At the beginning of each Unit, students watch a video to build background knowledge. Discussion follows which provides opportunities to meet this standard. Level 2 TE: U1: L5: 39-40, U3: L5: 203-205, U6: L10: 530-531 SE: U3: L5: 71, 89, U6: L10: 253, 273-279
(C) examine how individual perception or bias in coverage of the	At the beginning of each Unit, students watch a video to build background knowledge. Discussion follows which provides opportunities to meet this

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English II TEKS	Language! Live Matches
Knowledge and skills.	
same event influences the audience; and	standard. Level 2 TE: U1: L5: 39-40(P.O.), U8: L8: 156-160 SE: U8: L8: 15, 90-92
(D) evaluate changes in formality and tone within the same medium for specific audiences and purposes.	At the beginning of each Unit, students watch a video to build background knowledge. Discussion follows which provides opportunities to meet this standard.
(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:	
(A) plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;	Level 1 TE: U4: L9: 293-296, U5: L2: 329, U5: L5: 354-357, U5: L8: 374-379, U6: L8: 466- 469, U7: L8: 73-77, U8: L8: 164-168, U10: L8: 336-340, U11: L8: 425-428, U12: L8: 534-540, U12: L9: 547-548 SE: U4: L9: 153-154, U5: L5: 182-186, U5: L8: 195-201, U6: L8: 248-251, U7: L8: 39-41, U8: L8: 94-96, U8: L9: 102-103, U10: L8: 206-210, U11: L8: 261-264, U12: L8: 325-328, U12: L9: 334-335 Level 2 TE: U1: L10: 70-75, U2: L10: 151-154, U3: L10: 264-270, U4: L10: 351-356, U5: L10: 434-439, U6: L7: 510, U6: L10: 532-538, U7: L10: 73-76, U8: L10: 179-183, U9: L10: 266-271, U10: L7: 336, U10: L10: 353-360, U11: L7: 427, U11: L10: 442- 446, U12: L10: 527-533 SE: U1: L10: 30-34, U2: L10: 30, 70, U3: L10: 30, 140-143, U4: L10: 184-187, U5: L10: 30, 225-228, 371, U6: L10: 280-284, U7: L10: 36-38, U8: L10: 35, 106-109, 553, U9: L10: 238-241, 546, 551, U10: L7: 275, U10: L10: 284-287, U11: L7: 326, U11: L10: 335-337, U12: L10: 386-390
(B) structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and rhetorical devices used to convey meaning;	Level 1 TE: U4: L2: 252-253, U4: L5: 271-272, U4: L9: 293-296, U5: L2: 329, U5: L5: 354- 357, U5: L8: 374-379, U6: L2: 415-416, U6: L5: 442-444, U6: L6: 451, U6: L8: 466- 469, U7: L8: 73-77, L9: 80-81, U8: L6: 151, U8: L8: 164-168, U8: L9: 174, U9: L9: 261, U10: L8: 336-340, U11: L8: 425-428, U11: L9: 432-435, U12: L8: 534-540, U12: L9: 547-548 SE: U4: L2: 130, U4: L5: 142, U4: L9: 153-154, U5: L5: 182-186, U5: L8: 195-201, U6: L2: 223, U6: L5: 236-238, U6: L6: 244, U6: L8: 248-251, U7: L8: 39-41, L9: 44- 45, U8: L6: 86, U8: L8: 94-96, U9: L8: 147-153, U9: L9: 159, U10: L8: 206-210, U11: L8: 261-264, U11: L9: 268-269, U12: L8: 325-328, U12: L9: 334-335 Level 2 TE: U1: L10: 70-75, U3: L10: 264-270, U4: L10: 351-356, U5: L10: 434-439, U6: L10: 532-538, U7: L10: 73-76, U8: L10: 179-183, U9: L10: 266-271, U10: L10: 353- 360, U11: L10: 442-446, U12: L10: 527-533 SE: U1: L10: 30-34, U3: L10: 30, 140-143, U4: L10: 184-187, U5: L10: 30, 225-228, 371, U6: L10: 280-284, U7: L10: 36-38, U8: L10: 35, 106-109, 553, U9: L10: 238- 241, 546, 551, U10: L10: 284-287, U11: L10: 335-337, U12: L10: 386-390
(C) revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed;	Level 1 TE: U4: L2: 252-253, U4: L5: 271-272, U4: L9: 293-296, U5: L2: 329, U5: L5: 354- 357, U5: L8: 374-379, U6: L2: 415-416, U6: L5: 442-444, U6: L6: 451, U6: L8: 466- 469, U7: L8: 73-77, L9: 80-81, U8: L6: 151, U8: L8: 164-168, U8: L9: 174, U9: L9: 261, U10: L8: 336-340, U11: L8: 425-428, U11: L9: 432-435, U12: L8: 534-540, U12: L9: 547-548

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English II TEKS	Language! Live Matches
Knowledge and skills.	
	<p>SE: U4: L2: 130, U4: L5: 142, U4: L9: 153-154, U5: L5: 182-186, U5: L8: 195-201, U6: L2: 223, U6: L5: 236-238, U6: L6: 244, U6: L8: 248-251, U7: L8: 39-41, L9: 44-45, U8: L6: 86, U8: L8: 94-96, U8: L9: 102-103, U9: L8: 147-153, U9: L9: 159, U10: L8: 206-210, U11: L8: 261-264, U11: L9: 268-269, U12: L8: 325-328, U12: L9: 334-335</p> <p>Level 2</p> <p>TE: U1: L2: 22-25, U3: L10: 264-270, U4: L10: 351-356, U5: L10: 434-439, U6: L10: 532-538, U8: L10: 179-183, U9: L10: 266-271, U10: L10: 353-360, U11: L10: 442-446, U12: L10: 527-533</p> <p>SE: U1: L2: 9-10, U3: L10: 30, 140-143, U4: L10: 184-187, U5: L10: 30, 225-228, 371, U6: L10: 280-284, U8: L10: 35, 106-109, 553, U9: L10: 238-241, 546, 551, U10: L10: 284-287, U11: L10: 335-337, U12: L10: 386-390</p>
(D) edit drafts for grammar, mechanics, and spelling; and	<p>Level 1</p> <p>TE: U4: L2: 252-253, U4: L5: 271-272, U4: L9: 293-296, U5: L2: 329, U5: L5: 354-357, U5: L8: 374-379, U6: L2: 415-416, U6: L5: 442-444, U6: L6: 451, U6: L8: 466-469, U7: L8: 73-77, L9: 80-81, U8: L6: 151, U8: L8: 164-168, U8: L9: 174, U9: L9: 261, U10: L8: 336-340, U11: L8: 425-428, U11: L9: 432-435, U12: L8: 534-540, U12: L9: 547-548</p> <p>SE: U4: L2: 130, U4: L5: 142, U4: L9: 153-154, U5: L5: 182-186, U5: L8: 195-201, U6: L2: 223, U6: L5: 236-238, U6: L6: 244, U6: L8: 248-251, U7: L8: 39-41, L9: 44-45, U8: L6: 86, U8: L8: 94-96, U8: L9: 102-103, U9: L8: 147-153, U9: L9: 159, U10: L8: 206-210, U11: L8: 261-264, U11: L9: 268-269, U12: L8: 325-328, U12: L9: 334-335</p> <p>Level 2</p> <p>TE: U1: L2: 22-25, U3: L10: 264-270, U4: L10: 351-356, U5: L10: 434-439, U6: L10: 532-538, U7: L10: 73-76, U8: L10: 179-183, U9: L10: 266-271, U10: L10: 353-360, U11: L10: 442-446, U12: L10: 527-533</p> <p>SE: U1: L2: 9-10, U3: L10: 30, 140-143, U4: L10: 184-187, U5: L10: 30, 225-228, 371, U6: L10: 280-284, U7: L10: 36-38, U8: L10: 35, 106-109, 553, U9: L10: 238-241, 546, 551, U10: L10: 284-287, U11: L10: 335-337, U12: L10: 386-390</p>
(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	<p>Level 1</p> <p>TE: U4: L2: 252-253, U4: L5: 271-272, U4: L9: 293-296, U5: L2: 329, U5: L5: 354-357, U5: L8: 374-379, U6: L2: 415-416, U6: L5: 442-444, U6: L6: 451, U6: L8: 466-469, U7: L8: 73-77, L9: 80-81, U8: L6: 151, U8: L8: 164-168, U8: L9: 174, U9: L9: 261, U10: L8: 336-340, U11: L8: 425-428, U11: L9: 432-435, U12: L8: 534-540, U12: L9: 547-548</p> <p>SE: U4: L2: 130, U4: L5: 142, U4: L9: 153-154, U5: L5: 182-186, U5: L8: 195-201, U6: L2: 223, U6: L5: 236-238, U6: L6: 244, U6: L8: 248-251, U7: L8: 39-41, L9: 44-45, U8: L6: 86, U8: L8: 94-96, U8: L9: 102-103, U9: L8: 147-153, U9: L9: 159, U10: L8: 206-210, U11: L8: 261-264, U11: L9: 268-269, U12: L8: 325-328, U12: L9: 334-335</p> <p>Level 2</p> <p>TE: U3: L10: 264-270, U4: L10: 351-356, U6: L10: 532-538, U7: L10: 73-76, U8: L10: 179-183, U9: L10: 266-271, U10: L10: 353-360, U11: L10: 442-446, U12: L10: 527-533</p> <p>SE: U3: L10: 30, 140-143, U4: L10: 184-187, U6: L10: 280-284, U7: L10: 36-38, U8: L10: 35, 106-109, 553, U9: L10: 238-241, 546, 551, U10: L10: 284-287, U11: L10: 335-337, U12: L10: 386-390</p>

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English II TEKS	Language! Live Matches
Knowledge and skills.	
(14) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to:	
(A) write an engaging story with a well-developed conflict and resolution, interesting and believable characters, a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot, and sensory details that define the mood or tone;	Level 1 TE: U9: L8: 249-256, U12: L8: 534-540 SE: U9: L8: 147-153, U12: L8: 325-328 Level 2 TE: U10: L7: 336, U10: L10: 353-360 SE: U10: L7: 275, U10: L10: 284-287
(B) write a poem using a variety of poetic techniques (e.g., structural elements, figurative language) and a variety of poetic forms (e.g., sonnets, ballads); and	Level 2 TE: U2: L10: 151-154, U10: L7: 333-335 SE: U2: L10: 30, 70, U10: L7: 274
(C) write a script with an explicit or implicit theme and details that contribute to a definite mood or tone.	
(15) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:	
(A) write an analytical essay of sufficient length that includes:(i) effective introductory and concluding paragraphs and a variety of sentence structures;(ii) rhetorical devices, and transitions between paragraphs;(iii) a thesis or controlling idea;(iv) an organizing structure appropriate to purpose, audience, and context;(v) relevant evidence and well-chosen details; and(vi) distinctions about the relative value of specific data, facts, and ideas that support the thesis statement;	Level 1 TE: U2: L9: 143-146, U3: L9: 217-221, U4: L9: 293-296, U5: L8: 374-379, U7: L8: 73-77, U8: L8: 164-168, U10: L8: 336-340, U11: L8: 425-428 SE: U2: L9: 77, U3: L9: 115-116, U4: L9: 153-154, U5: L8: 195-201, U7: L8: 39-41, U8: L8: 94-96, U10: L8: 206-210, U11: L8: 261-264 Level 2 The following provide opportunities: TE: U3: L10: 264-270, U5: L10: 434-439, U6: L7: 510, U6: L10: 532-538, U7: L10: 73-76, U8: L10: 179-183, U11: L10: 442-446, U12: L5: 493, U12: L10: 527-533 SE: U3: L10: 30, 140-143, U5: L10: 30, 225-228, 371, U6: L10: 280-284, U7: L10: 36-38, U8: L10: 35, 106-109, 553, U11: L10: 335-337, U12: L5: 368, U12: L10: 386-390
(B) write procedural or work-related documents (e.g., instructions, e-mails, correspondence, memos, project plans) that include:(i) organized and accurately conveyed information;(ii) reader-friendly formatting techniques; and(iii) anticipation of readers' questions;	Level 2 TE: U1: L5: 38-39(P.O.), U10: L5: 314 SE: U1: L5: 11, 16(P.O.), U10: L5: 266-267
(C) write an interpretative response to an expository or a literary text (e.g., essay or review) that:(i) extends beyond a summary	Level 1 The following provide opportunities: TE: U1: L6: 49-50, U1:L7: 56-57, U1: L9: 64-67, U2: L3: 104-105, U2: L7: 133-135,

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Knowledge and skills.	
and literal analysis;(ii) addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations; and(iii) analyzes the aesthetic effects of an author's use of stylistic and rhetorical devices; and	<p>U2: L9: 143-146, U3: L2: 174-175, U4: L2: 252-253, U4: L5: 271-272, U4: L6: 278-280, U4: L9: 293-296, U5: L2: 329, U5: L5: 354-357, U5: L8: 374-379, U6: L2: 415-416, U6: L5: 442-444, U6: L6: 451, U6: L8: 466-469, U7: L5: 48-50, U7: L8: 73-77, L9: 80-81, U8: L5: 142-144, U8: L8: 164-168, U9: L5: 228-230, U9: L7: 247-248, U9: L8: 249-256, U10: L5: 314-321, U10: L6: 327, U10: L8: 336-340, U11: L8: 425-428, U12: L5: 503-506, U12: L8: 534-540, U12: L9: 547-548</p> <p>SE: U1:L7: 27, U2: L3: 55, U2: L7: 70-71, U2: L9: 77, U3: L2: 91, U4: L2: 130, U4: L5: 143, U4: L6: 144-145, U4: L9: 153-154, U5: L2: 170, U5: L5: 182-186, U5: L8: 195-201, U6: L2: 223, U6: L5: 236-238, U6: L6: 244, U6: L8: 248-251, U7: L5: 25-26, U7: L8: 39-41, L9: 44-45, U8: L5: 80-81, U8: L8: 94-96, U9: L5: 135-137, U9: L7: 146, U9: L8: 147-153, U10: L5: 194-196, U10: L6: 200-201, U10: L7: 329-335, U10: L8: 206-210, U11: L8: 261-264, U12: L5: 306-308, U12: L8: 325-328, U12: L9: 334-335</p> <p>Level 2</p> <p>The following provide opportunities:</p> <p>TE: U1: L5: 38-39, U1: L10: 70-75, U2: L5: 117-119, U2: L8: 140-144, U3: L5: 202-205, U3: L8: 242-247, U3: L10: 264-270, U4: L5: 313-314, U4: L8: 337-341, U4: L10: 351-356, U5: L3: 384-389, U5: L5: 400, U5: L8: 420-424, U5: L10: 434-439, U6: L8: 511-516, U7: L3: 25-30, U7: L5: 40, U7: L7: 56-59, U8: L3: 105-109, U8: L5: 124, U8: L7: 151-155, U8: L8: 156-160, U8: L10: 179-183, U9: L3: 211-215, U9: L5: 228, U9: L7: 242-246, U9: L8: 247-252, U10: L5: 314, U10: L7: 333-335, U10: L8: 337-341, U11: L5: 406-406, U11: L7: 423-426, U11: L8: 428-432, U11: L10: 442-446, U12: L3: 477-480, U12: L5: 493, U12: L7: 509-512, U12: L8: 513-517, U12: L10: 527-533</p> <p>SE: U1: L5: 11, 16 , U1: L10: 30-34, U2: L5: 55-56, U2: L8: 59, 66-67, U3: L5: 97-98, U3: L8: 124-125, U3: L10: 30, 140-143, U4: L5: 166, U4: L7: 177-178, U4: L10: 184-187, U5: L3: 201-202, U5: L5: 209, U5: L8: 66, 218-220, U5: L10: 30, 225-228, 371, U6: L5: 251, U6: L8: 269-272, U7: L3: 14-17, U7: L5: 22, U7: L7: 14, 29, U8: L3: 55-57, U8: L5: 68, U8: L7: 88-89, U8: L8: 15, 90-92, U8: L10: 35, 106-109, 553, U9: L3: 14, 126-128, U9: L5: 136, U9: L7: 14, 202-203, U9: L8: 204-206, U10: L5: 266-267, U10: L7: 274, U10: L8: 276-277, U11: L5: 315-316, U11: L7: 325, U11: L8: 327-329, U11: L10: 335-337, U12: L3: 358-359, U12: L5: 368, U12: L7: 376-377, U12: L8: 378-380, U12: L10: 386-390</p>
(D) produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that conveys a distinctive point of view and appeals to a specific audience.	
(16) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience that includes:	
(A) a clear thesis or position based on logical reasons supported by precise and relevant evidence;	<p>Level 2</p> <p>TE: U7: L10: 73-76, U11: L5: 406-406</p> <p>SE: U7: L10: 36-38, U11: L5: 315-316</p>
(B) consideration of the whole range of information and views on the topic and accurate and honest	<p>Level 2</p> <p>TE: U7: L10: 73-76</p> <p>SE: U7: L10: 36-38</p>

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Knowledge and skills.	
representation of these views (i.e., in the author's own words and not out of context);	
(C) counter-arguments based on evidence to anticipate and address objections;	Level 2 TE: U7: L10: 73-76 SE: U7: L10: 36-38
(D) an organizing structure appropriate to the purpose, audience, and context;	Level 2 TE: U7: L10: 73-76, U11: L5: 406-406 SE: U7: L10: 36-38, U11: L5: 315-316
(E) an analysis of the relative value of specific data, facts, and ideas; and	Level 2 TE: U7: L10: 73-76 SE: U7: L10: 36-38
(F) a range of appropriate appeals (e.g., descriptions, anecdotes, case studies, analogies, illustrations).	
(17) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:	
(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:(i) more complex active and passive tenses and verbals (gerunds, infinitives, participles);(ii) restrictive and nonrestrictive relative clauses; and(iii) reciprocal pronouns (e.g., each other, one another);	Level 1 TE: U1: L3: 25-27, U1: L4: 32, U1: L8: 59-60, U1: L10: 72-75, U2: L2: 96-98, U2: L3: 102-103, U2: L4: 107-108, U2: L5: 120-121, U2: L8: 137-138, U2: L10: 149, U3: L3: 179-181, U3: L4: 184, U3: L7: 208-210, U3: L10: 230-231, U4: L2: 249-251, U4: L3: 257, U4: L4: 261, U4: L7: 285-287, U4: L10: 299, 305, U5: L2: 325-328, U5: L3: 333-334, U5: L4: 341, U5: L5: 347-353, U5: L9: 382-387, U5: L10: 392-393, 395-397, U6: L2: 413-415, U6: L3: 420-421, U6: L4: 428, U6: L9: 472-473, U6: L10: 477, 480-483, U7: L2: 18-19, U7: L3: 27-28, U7: L4: 35, U7: L9: 81-86, U7: L10: 93-97, U8: L2: 114-116, U8: L3: 121-123, U8: L4: 129-130, U8: L9: 171-173, U8: L10: 179, U8: L10: 184-185, U9: L2: 202, U9: L3: 209-210, U9: L4: 216, U9: L9: 259-260, U9: L10: 265, U9: L10: 272-273, U10: L2: 290-292, U10: L3: 299-300, U10: L4: 307-308, U10: L9: 343-349, U10: L10: 357-358, U11: L2: 377-380, U11: L4: 393, U11: L9: 432-433, U11: L10: 439, U11: L10: 445-446, U12: L2: 469-472, U12: L4: 485-487, U12: L9: 543-545, U12: L10: 555-556 SE: U1: L3: 12-13, U1: L8: 29, U1: L10: 36-37, 39, U2: L2: 50, U2: L3: 53-54, U2: L4: 57-58, U2: L5: 64, U2: L10: 79, U3: L2: 89, U3: L3: 94, U3: L4: 97, U3: L7: 109-110, U3: L10: 120-121, U4: L2: 128-129, U4: L3: 133, U4: L7: 148-149, U4: L10: 159, U5: L2: 167-169, U5: L3: 173-174, U5: L4: 179, U5: L9: 204-208, U5: L10: 211, 213-214, U6: L2: 221-222, U6: L3: 226-227, U6: L4: 231, U6: L9: 254-255, U6: L10: 260-262, U7: L2: 8-9, U7: L3: 15, U7: L4: 20, U7: L9: 46-49, U7: L10: 53-56, U8: L2: 64-66, U8: L3: 70-71, U8: L4: 75, U8: L9: 99-101, U8: L10: 107, U8: L10: 111, U9: L2: 120, U9: L3: 125-126, U9: L4: 131, U9: L9: 156-158, U9: L10: 162, U9: L10: 169-170, U10: L2: 178-180, U10: L3: 186, U10: L4: 190, U10: L9: 213-215, U10: L10: 220-221, U11: L2: 230-231, U11: L4: 241, U11: L9: 267, U11: L10: 271, U11: L10: 277-278, U12: L2: 291-293, U12: L4: 300, U12: L9: 331, U12: L10: 338-339 Level 2 TE: U1: L2: 17-21, U1: L2: 22-25, U1: L4: 31-36, U1: L7: 52-59, U2: L2: 95-104, U2: L7: 134-136, U3: L2: 178-185, U3: L4: 191-200, U3: L7: 232-234, U3: L9: 248-263, U4: L2: 291-290, 295-297, U4: L7: 335-336, U4: L9: 342-348, U4: L10: 351-356,

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Knowledge and skills.	
	<p>U5: L2: 375-380, U5: L4: 390-397, U6: L2: 458-464, 464-466, U6: L4: 472-479, U7: L2: 19-21, 22-24, U7: L4: 31-37, U8: L2: 98-102, 103-104, U8: L9: 161-176, U9: L2: 203-210, U9: L4: 216-225, U10: L2: 292-297, U10: L4: 302-311, U11: L2: 382-385, U11: L4: 394-403, U11: L9: 433-439, U12: L2: 469-473, U12: L4: 481-490, U12: L9: 518-524</p> <p>SE: U1: L2: 7-8, U1: L2: 9-10, U1: L4: 12-15, U1: L7: 18, 22-25, U2: L2: 42-48, U2: L7: 63-64, U3: L2: 83-88, U3: L4: 90-96, U3: L7: 119-120, U3: L9: 126-139, U4: L2: 154-156, 157-158, U4: L7: 176, U4: L9: 179-183, U4: L10: 184-187, U5: L2: 197-198, U5: L4: 203-208, U6: L2: 235-240, 241-242, U6: L4: 246-250, U7: L2: 10-11, 12-13, U7: L4: 18-21, U8: L2: 51-53, 54, U8: L9: 93-105, U9: L2: 121-123, 124-125, U9: L4: 14, 129-135, U10: L2: 253-255, 256, U10: L4: 260-265, U11: L2: 299-301, U11: L4: 307-314, U11: L9: 330-334, U12: L2: 350-354, U12: L4: 360-367, U12: L9: 381-385</p>
(B) identify and use the subjunctive mood to express doubts, wishes, and possibilities; and	<p>Level 2</p> <p>TE: U2: L6: 128-131, U5: L4: 390-397, U6: L4: 472-479, U11: L4: 394-403</p> <p>SE: U2: L6: 59-62, U5: L4: 203-208, U6: L4: 246-250, U11: L4: 307-314</p>
(C) use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).	<p>Level 1</p> <p>TE: U1: L6: 49-50, U3: L5: 195-196, U4: L5: 271-272, U4: L10: 157, U5: L3: 335-339, U5: L5: 354-357, U5: L6: 363, U6: L2: 415-416, U6: L6: 451, U8: L2: 116, U8: L3: 121-123, U8: L6: 151, U9: L7: 247-248, U10: L6: 327, U11: L6: 414, U11: L10: 439, U12: L6: 513</p> <p>SE: U1: L5: 22, L6: 23, U4: L5: 142, U4: L10: 303, U5: L3: 175-177, U5: L5: 182-186, U5: L6: 190, U6: L2: 223, U6: L6: 244, U8: L2: 66, U8: L3: 70-71, U8: L6: 86, U9: L7: 146, U10: L6: 200-201, U11: L6: 255, U11: L10: 271, U12: L6: 313</p> <p>Level 2</p> <p>TE: U1: L2: 22-25, U1: L7: 52-59, U2: L2: 104, U2: L7: 134-136, U3: L2: 178-185, U3: L7: 232-234, U4: L2: 291-290, 295-297, U4: L9: 342-348, U4: L10: 351-356, U5: L2: 381-383, U6: L2: 458-464, 464-466, U7: L2: 19-21, 22-24, U8: L2: 98-102, 103-104, U9: L2: 203-210, U10: L2: 292-297, U11: L2: 386-389, U12: L2: 474-476, U12: L2: 355-357</p> <p>SE: U1: L2: 9-10, U1: L7: 22-25, U2: L2: 48, U2: L7: 63-64, U3: L2: 83-88, U3: L7: 119-120, U4: L2: 154-156, 157-158, U4: L9: 179-183, U4: L10: 184-187, U5: L2: 199-200, U6: L2: 235-240, 241-242, U7: L2: 10-11, 12-13, U8: L2: 51-53, 54, U9: L2: 121-123, 124-125, U10: L2: 253-255, 256, U11: L2: 302-404, U12: L2: 355-357</p>
(18) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:	
(A) use conventions of capitalization; and	<p>Level 1</p> <p>TE: U1: L2: 18-20, U2: L2: 96-98, U2: L5: 120-121, U4: L3: 257, U4: L7: 285, U5: L5: 354-357, U5: L6: 358-359, U6: L6: 447-448, U7: L2: 20-21, U7: L6: 53-54, U7: L6: 59, U8: L6: 147-148, U8: L6: 151, U8: L9: 174, U9: L6: 231-232, U10: L2: 293, U10: L6: 322-323, U11: L6: 409-410, U12: L6: 507-508</p> <p>SE: U1: L2: 9, U2: L2: 50, U2: L5: 64, U4: L3: 133, U5: L6: 186, U6: L6: 240, U7: L2: 10-11, U7: L6: 28, U7: L6: 32, U8: L6: 83, U8: L6: 86, U8: L9: 102-103, U9: L6: 138, U10: L2: 181, U10: L6: 197, U11: L6: 251, U12: L6: 309</p> <p>Word Training: U4: L13, U4: L14, U4: L15, U4: L16, U5: L17, U5: L18, U5: L19, U5: L20, U6: L21, U6: L22, U6: L23, U6: L24, U7: L25, U7: L26, U7: L27, U7: L28, U8: L29, U8: L30, U8: L31, U8: L32, U9: L33, U9: L34, U9: L35, U9: L36, U10: L37, U10: L38, U10: L39, U10: L40, U11: L41, U11: L42, U11: L43, U12: L44, U12: L45, U12:</p>

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Knowledge and skills.	
	<p>L46</p> <p>Level 2</p> <p>TE: U2: L2: 104, U6: L4: 472-479, U9: L4: 216-225</p> <p>SE: U2: L2: 48, U6: L4: 246-250, U9: L4: 14, 129-135</p>
(B) use correct punctuation marks including:(i) comma placement in nonrestrictive phrases, clauses, and contrasting expressions;(ii) quotation marks to indicate sarcasm or irony; and(iii) dashes to emphasize parenthetical information.	<p>Level 1</p> <p>TE: U1: L2: 18-20, U2: L2: 96-98, U2: L5: 120-121, U4: L3: 257, U4: L7: 285, U5: L5: 354-357, U5: L6: 358-359, U6: L6: 447-448, U7: L2: 20-21, U7: L6: 53-54, U7: L6: 59, U8: L6: 147-148, U8: L6: 151, U8: L9: 174, U9: L6: 231-232, U10: L2: 293, U10: L6: 322-323, U11: L6: 409-410, U12: L6: 507-508</p> <p>SE: U1: L2: 9, U2: L2: 50, U2: L5: 64, U4: L3: 133, U5: L6: 186, U6: L6: 240, U7: L2: 10-11, U7: L6: 28, U7: L6: 32, U8: L6: 83, U8: L6: 86, U8: L9: 102-103, U9: L6: 138, U10: L2: 181, U10: L6: 197, U11: L6: 251, U12: L6: 309</p> <p>Word Training: U4: L13, U4: L14, U4: L15, U4: L16, U5: L17, U5: L18, U5: L19, U5: L20, U6: L21, U6: L22, U6: L23, U6: L24, U7: L25, U7: L26, U7: L27, U7: L28, U8: L29, U8: L30, U8: L31, U8: L32, U9: L33, U9: L34, U9: L35, U9: L36, U10: L37, U10: L38, U10: L39, U10: L40, U11: L41, U11: L42, U11: L43, U12: L44, U12: L45, U12: L46</p> <p>Level 2</p> <p>TE: U1: L2: 22-25, U2: L2: 104, U2: L7: 134-136, U3: L2: 178-185, U3: L4: 191-200, U6: L2: 458-464, 464-466, U7: L2: 19-21, 22-24, U8: L2: 98-102, 103-104, U9: L4: 216-225, U9: L7: 241-242, U11: L2: 386-389, U12: L4: 481-490</p> <p>SE: U1: L2: 9-10, U2: L2: 48, U2: L7: 63-64, U3: L2: 83-88, U3: L4: 90-96, U6: L2: 235-240, 241-242, U7: L2: 10-11, 12-13, U8: L2: 51-53, 54, U9: L4: 14, 129-135, U9: L7: 201, U11: L2: 302-404, U12: L4: 360-367</p>
(19) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.	<p>Level 1</p> <p>TE: U1: L2: 18-20, U2: L2: 96-98, U2: L5: 120-121, U4: L3: 257, U4: L7: 285, U5: L5: 354-357, U5: L6: 358-359, U6: L6: 447-448, U7: L2: 20-21, U7: L6: 53-54, U7: L6: 59, U8: L6: 147-148, U8: L6: 151, U8: L9: 174, U9: L6: 231-232, U10: L2: 293, U10: L6: 322-323, U11: L6: 409-410, U12: L6: 507-508</p> <p>SE: U1: L2: 9, U2: L2: 50, U2: L5: 64, U4: L3: 133, U5: L6: 186, U6: L6: 240, U7: L2: 10-11, U7: L6: 28, U7: L6: 32, U8: L6: 83, U8: L6: 86, U8: L9: 102-103, U9: L6: 138, U10: L2: 181, U10: L6: 197, U11: L6: 251, U12: L6: 309</p> <p>Word Training: U4: L13, U4: L14, U4: L15, U4: L16, U5: L17, U5: L18, U5: L19, U5: L20, U6: L21, U6: L22, U6: L23, U6: L24, U7: L25, U7: L26, U7: L27, U7: L28, U8: L29, U8: L30, U8: L31, U8: L32, U9: L33, U9: L34, U9: L35, U9: L36, U10: L37, U10: L38, U10: L39, U10: L40, U11: L41, U11: L42, U11: L43, U12: L44, U12: L45, U12: L46</p>
(20) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:	
(A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and	<p>Level 1</p> <p>The following provide opportunities:</p> <p>TE: U11: L8: 425-428</p> <p>SE: U11: L8: 261-264</p>
(B) formulate a plan for engaging in research on a complex, multi-faceted topic.	<p>Level 1</p> <p>The following provide opportunities:</p> <p>TE: U11: L8: 425-428</p> <p>SE: U11: L8: 261-264</p>

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English II TEKS	Language! Live Matches
Knowledge and skills.	
(21) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:	
(A) follow the research plan to compile data from authoritative sources in a manner that identifies the major issues and debates within the field of inquiry;	Level 1 The following provide opportunities: TE: U11: L8: 425-428 SE: U11: L8: 261-264
(B) organize information gathered from multiple sources to create a variety of graphics and forms (e.g., notes, learning logs); and	Level 1 The following provide opportunities: TE: U11: L8: 425-428 SE: U11: L8: 261-264
(C) paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number).	Level 1 The following provide opportunities: TE: U11: L8: 425-428 SE: U11: L8: 261-264
(22) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:	
(A) modify the major research question as necessary to refocus the research plan;	Level 1 The following provide opportunities: TE: U11: L8: 425-428 SE: U11: L8: 261-264
(B) evaluate the relevance of information to the topic and determine the reliability, validity, and accuracy of sources (including Internet sources) by examining their authority and objectivity; and	Level 1 The following provide opportunities: TE: U11: L8: 425-428 SE: U11: L8: 261-264
(C) critique the research process at each step to implement changes as the need occurs and is identified.	Level 1 The following provide opportunities: TE: U11: L8: 425-428 SE: U11: L8: 261-264
(23) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:	
(A) marshals evidence in support of a clear thesis statement and related claims;	Level 1 The following provide opportunities: TE: U11: L8: 425-428 SE: U11: L8: 261-264
(B) provides an analysis for the audience that reflects a logical progression of ideas and a clearly stated point of view;	Level 1 The following provide opportunities: TE: U11: L8: 425-428 SE: U11: L8: 261-264
(C) uses graphics and illustrations to help explain concepts where appropriate;	

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Knowledge and skills.	
(D) uses a variety of evaluative tools (e.g., self-made rubrics, peer reviews, teacher and expert evaluations) to examine the quality of the research; and	
(E) uses a style manual (e.g., <i>Modern Language Association, Chicago Manual of Style</i>) to document sources and format written materials.	
(24) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:	
(A) listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker's ideas for critical reflection and by asking questions related to the content for clarification and elaboration;	<p>Level 1</p> <p>TE: U1: L1: 4-5, 11-13, U1: L3: 27-30, U1: L6: 44-48, L9: 64-67, U2: L3: 104-105, U2: L6: 122-127, U3: L1: 158-160, U3: L6: 197-201, U3: L9: 217-221, U4: L1: 236-237, U4: L6: 273-277, U4: L9: 293-296, U5: L1: 317-322, U5: L5: 347-353, U6: L10: 476, U7: L5: 42-47, U8: L1: 107-111, U8: L5: 136-141, U8: L10 178, U9: L10: 263-264, U9: L10: 267-268, U10: L5: 314-318, U11: L5: 400-404, U12: L5: 495-503, U12: L10: 551-552</p> <p>SE: U1: L3: 14-15, U2: L6: 65, U3: L1: 83, U3: L6: 104, U4: L6: 143, U5: L5: 175, U7: L5: 24, U8: L5: 79, U9: L10: 164-165, U10: L5: 194, U11: L5: 246, U12: L5: 305</p> <p>Level 2</p> <p>The following provide opportunities:</p> <p>TE: U6: L1: 444-445, 451-455, U6: L3: 467-471, U6: L4: 472-479, U6: L5: 483-484, U6: L6: 485-487, 492-501, U6: L7: 504-509, 510, U6: L8: 511-516, U6: L9: 517-529</p> <p>SE: U6: L1: 229, 230, 231-234, U6: L3: 243-245, U6: L4: 246-250, U6: L5: 229, 243, U6: L6: 252, 255-266, U6: L7: 267-268, U6: L8: 269-272, U6: L9: 253, 273-279</p>
(B) follow and give complex oral instructions to perform specific tasks, answer questions, solve problems, and complete processes; and	
(C) evaluate how the style and structure of a speech support or undermine its purpose or meaning.	
(25) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to advance a coherent argument that incorporates a clear thesis and a logical progression of valid evidence from reliable sources and that employs eye contact, speaking rate (e.g., pauses for effect), volume,	

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English II TEKS	Language! Live Matches
Knowledge and skills.	
enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.	
(26) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making.	<p>Level 1</p> <p>TE: U1: L1: 4-5, 11-13, U1: L3: 27-30, U1: L6: 44-48, L9: 64-67, U2: L3: 104-105, U2: L6: 122-127, U3: L1: 158-160, U3: L6: 197-201, U3: L9: 217-221, U4: L1: 236-237, U4: L6: 273-277, U4: L9: 293-296, U5: L1: 317-322, U5: L5: 347-353, U6: L10: 476, U7: L5: 42-47, U8: L1: 107-111, U8: L5: 136-141, U8: L10 178, U9: L10: 263-264, U9: L10: 267-268, U10: L5: 314-318, U11: L5: 400-404, U12: L5: 495-503, U12: L10: 551-552</p> <p>SE: U1: L3: 14-15, U2: L6: 65, U3: L1: 83, U3: L6: 104, U4: L6: 143, U5: L5: 175, U7: L5: 24, U8: L5: 79, U9: L10: 164-165, U10: L5: 194, U11: L5: 246, U12: L5: 305</p> <p>Level 2</p> <p>TE: U1: L1: 11-15, U1: L5: 39-40, U1: L8: 60-62, U1: L10: 76, U2: L5: 119-120, U2: L10: 155, U3: L3: 186-190, U3: L5: 203-205, U3: L10: 271-272, U4: L5: 314-315, U4: L7: 330-334, U4: L10: 351-357, U5: L1: 360-362, U5: L5: 401-402, U5: L10: 440-441, U6: L5: 483-484, U7: L5: 41, U7: L10: 77, U8: L5: 125-128, U8: L10: 184-185, U9: L5: 229-230, U9: L10: 272-273, U10: L5: 315-316, U10: L10: 361-362, U11: L5: 407, U11: L10: 447, U12: L5: 494-495, U12: L10: 534-535</p> <p>SE: U1: L1: 3-6, U1: L5: 1, U1: L8: 19, 26, U2: L5: 49, U2: L10: 57, 67, U3: L3: 66, 89, U3: L5: 71, 89, U3: L10: 99, 124, U4: L5: 146, 159, U4: L7: 175, U4: L10: 184-187, U5: L1: 189, U5: L5: 189, 201, U5: L10: 210, 218, U6: L5: 229, 243, U7: L5: 1, 16, U7: L10: 23, 30, U8: L5: 39, 55, U8: L10: 69, 90, U9: L5: 111, 126-128, U9: L10: 137, 204, U10: L5: 243, 257, U10: L7: 268, 276, U11: L5: 289, 305, U11: L10: 317, 327, U12: L5: 339, 358, U12: L10: 369, 378</p>

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English III TEKS	Language! Live Matches
Knowledge and skills.	
(1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	
(A) determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes;	<p>Level 1 The following provide opportunities: TE: U5: L3: 331-333 SE: U5: L3: 172</p> <p>Level 2 TE: U1: L6: 42, U4: L1: 276-277, U5: L1: 360-362, U8: L6: 129-130, SE: U5: L1: 189,</p>
(B) analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings;	<p>Level 1 TE: U1: L1: 6-9, U1: L2: 14-15, U1: L3: 21-24, U1: L5: 36-37, U1: L7: 51-52, U1: L10: 68-69, U2: L1: 82-85, U2: L2: 92-94, U2: L5: 111-112, U2: L7: 130-133, U2: L10: 147-148, U3: L1: 161-164, U3: L2: 170-171, U3: L3: 177-179, U3: L5: 187-188, U3: L7: 205-208, U4: L1: 239-242, U4: L2: 247-248, U4: L3: 255-256, U4: L5: 264-265, U4: L7: 281-284, U4: L10: 297-298, U5: L1: 313-316, U5: L2: 323-324, U5: L3: 331-333, U5: L6: 360-362, U5: L10: 389-390, U6: L1: 403-406, U6: L2: 411-412, U6: L6: 449-450, U6: L10: 474-475, U7: L1: 7-10, U7: L2: 16-17, U7: L6: 55-58, U7: L10: 87-88, 90, U8: L1: 100-102, U8: L2: 112-113, U8: L6: 149-150, U8: L10: 176-177, U9: L1: 191-194, U9: L2: 200-201, U9: L6: 233-236, U10: L1: 279-282, U10: L2: 288-290, U10: L6: 324-326, U10: L10: 351-352, U11: L2: 375-377, U11: L3: 383-386, U11: L6: 411-413, U11: L9: 430-431, U11: L10: 436-437, U12: L2: 466-468, U12: L3: 474-478, U12: L6: 509-512, U12: L9: 542-543, U12: L10: 549-550 SE: U1: L1: 3-5, U1: L2: 6, U1: L3: 11, U1: L5: 19, U1: L7: 25, U1: L10: 34, U2: L1: 42, U2: L2: 47-48, U2: L5: 60, U2: L7: 68-69, U2: L10: 78, U3: L1: 84, U3: L2: 88, U3: L5: 100, U3: L7: 108, U4: L1: 124, U4: L2: 127, U4: L3: 132, U4: L5: 139, U4: L7: 147, U4: L10: 155, 160, U5: L1: 162, U5: L2: 166, U5: L3: 172, U5: L6: 187-189, U5: L10: 210, U6: L1: 216, U6: L2: 219-220, U6: L6: 241-243, U6: L10: 256, U7: L1: 2, U7: L2: 7, U7: L6: 29-31, U7: L10: 50, U8: L1: 58, U8: L2: 62-63, U8: L6: 84-85, U8: L10: 106, U9: L1: 114, U9: L2: 119, U9: L6: 139-140, U10: L1: 172, U10: L2: 176-177, U10: L6: 198-199, U10: L10: 218, U11: L2: 228-229, U11: L3: 236, U11: L6: 252, U11: L9: 266, U11: L10: 270, U12: L2: 289-290, U12: L3: 295-296, U12: L6: 310-312, U12: L9: 330, U12: L10: 337 Word Training: U2: L5, U2: L6, U2: L7, U2: L8, U3: L9, U3: L10, U3: L11, U3: L12, U4: L13, U4: L14, U4: L15, U4: L16, U5: L17, U5: L18, U5: L19, U5: L20, U6: L21, U6: L22, U6: L23, U6: L24, U7: L25, U7: L26, U7: L27, U7: L28, U8: L29, U8: L30, U8: L31, U8: L32, U9: L33, U9: L34, U9: L35, U9: L36, U10: L37, U10: L38, U10: L39, U10: L40, U11: L41, U11: L42, U11: L43, U12: L44, U12: L45, U12: L46</p> <p>Level 2 TE: U1: L1: 7-10, U1: L2: 16-17, U1: L4: 31-36, U1: L5: 37-38, U1: L6: 44-51, U1: L7: 52-53, TE: U1: L9: 63-68, U1: L10: 69-70, U2: L1: 82-85, U2: L2: 93-94, U2: L4: 109-115, U2: L5: 116-117, U2: L6: 124-131, U2: L7: 132-133, U2: L10: 150-151, U3: L1: 160-174, U3: L2: 175-178, U3: L4: 191-200, U3: L5: 201-202, U3: L6: 209-212, 213-230, U3: L7: 231, U3: L9: 248-263, U3: L10: 264-265, U4: L1: 279-282, U4: L2: 289-290, U4: L4: 305-311, U4: L5: 312-313, U4: L6: 319-327, U4: L7: 328-329, U4: L9: 342-348, U4: L10: 349-350, U5: L1: 363-366, U5: L2: 373-374, U5: L4: 390-397, U5: L5: 398-399, U5: L6: 405-408, U5: L7: 413-414, U5: L10: 432-433, U6: L1: 447-450, U6: L2: 456-457, U6: L3: 467-471, U6: L4: 472-479, U6: L5: 480-481, U6: L6: 488-491, U6: L7: 502-503, U6: L10: 530-531, U7: L1: 7-10, U7: L2: 17-18, U7: L4: 31-37, U7: L5: 38-39, U7: L6: 45-48, U7: L7: 52-55, U7: L9: 65-70, U7:</p>

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English III TEKS	Language! Live Matches
Knowledge and skills.	
	<p>L10: 71-72, U8: L1: 83-86, U8: L2: 97-98, U8: L4: 110-121, U8: L5: 122-123, U8: L6: 132-135, U8: L7: 149-150, U8: L9: 161-176, U8: L10: 177-178, U9: L1: 191-194, U9: L2: 202-203, U9: L4: 216-225, U9: L5: 226-227, U9: L6: 234-237, U9: L7: 239-240, U9: L9: 252-263, U9: L10: 264-265, U10: L1: 279-282, U10: L2: 290-291, U10: L4: 302-311, U10: L5: 312-313, U10: L6: 320-323, U10: L7: 331-332, U10: L9: 342-350, U10: L10: 351-352, U11: L1: 368-371, U11: L2: 380-381, U11: L4: 394-403, U11: L5: 404-405, U11: L6: 411-414, U11: L7: 421-422, U11: L9: 433-439, U11: L10: 440-441, U12: L1: 455-458, U12: L2: 467-468, U12: L4: 481-490, U12: L5: 491-492, U12: L6: 498-501, U12: L7: 507-508, U12: L9: 518-524, U12: L10: 525-526</p> <p>SE: U1: L1: 2, U1: L4: 12-15, U1: L6: 18-21, U1: L7: 18, U1: L9: 27-29, U2: L1: 36, U2: L4: 50-54, U2: L6: 58-60, U2: L7: 58, U3: L1: 72-81, U3: L2: 72, 82, U3: L4: 90-96, U3: L6: 100, 101-117, U3: L9: 126-139, U4: L1: 146, U4: L2: 146, U4: L4: 161-165, U4: L5: 146, U4: L6: 168, U4: L9: 179-183, U4: L10: 168, U5: L1: 190, U5: L2: 190, U5: L4: 203-208, U5: L6: 211, U6: L1: 230, U6: L3: 243-245, U6: L4: 246-250, U6: L5: 230, U6: L6: 254, U7: L1: 4, U7: L4: 18-21, U7: L6: 24, U7: L7: 24, 28, U7: L9: 32-34, U8: L1: 40, U8: L4: 58-67, U8: L6: 70, U8: L9: 93-105, U9: L1: 112, U9: L4: 14, 129-135, U9: L6: 138, U9: L9: 209-237, U10: L1: 244, U10: L4: 260-265, U10: L6: 269, U10: L9: 278-283, U11: L1: 290, U11: L4: 307-314, U11: L6: 318, U11: L9: 330-334, U12: L1: 340, U12: L4: 360-367, U12: L6: 370, U12: L9: 381-385</p>
(C) infer word meaning through the identification and analysis of analogies and other word relationships;	<p>Level 1</p> <p>TE: U9: L6: 233-236, L6: 324-326, U11: L6: 411-413, U11: L10: 443-444, U12: L6: 509-512</p> <p>SE: U12: L6: 509-512, U10: L6: 199, U11: L6: 253-254, U11: L10: 275-276, U12: L6: 310-312</p>
(D) recognize and use knowledge of cognates in different languages and of word origins to determine the meaning of words; and	<p>Level 1</p> <p>The following provide opportunities:</p> <p>TE: U5: L6: 364-365, U11: L3: 383-386, U11: L10: 443-444, U12: L3: 474-478</p> <p>SE: U11: L3: 235-236, U11: L10: 275-276, U12: L3: 295-296</p> <p>Level 2</p> <p>TE: U3: L9: 248-263, U4: L4: 305-311</p> <p>SE: U3: L9: 126-139, U4: L4: 161-165</p>
(E) use general and specialized dictionaries, thesauri, glossaries, histories of language, books of quotations, and other related references (printed or electronic) as needed.	<p>Level 1</p> <p>TE: U1: L1: 6-9, U1: L2: 14-15, U1: L3: 21-24, U1: L5: 36-37, U1: L7: 51-52, U1: L10: 68-69, U2: L1: 82-85, U2: L2: 92-94, U2: L5: 111-112, U2: L7: 130-133, U2: L10: 147-148, U3: L1: 161-164, U3: L2: 170-171, U3: L3: 177-179, U3: L5: 187-188, U3: L7: 205-208, U4: L1: 239-242, U4: L2: 247-248, U4: L3: 255-256, U4: L5: 264-265, U4: L7: 281-284, U4: L10: 297-298, U5: L1: 313-316, U5: L2: 323-324, U5: L3: 331-333, U5: L6: 360-362, U5: L10: 389-390, U6: L1: 403-406, U6: L2: 411-412, U6: L6: 449-450, U6: L10: 474-475, U7: L1: 7-10, U7: L2: 16-17, U7: L6: 55-58, U7: L10: 87-88, 90, U8: L1: 100-102, U8: L2: 112-113, U8: L6: 149-150, U8: L10: 176-177, U9: L1: 191-194, U9: L2: 200-201, U9: L6: 233-236, U10: L1: 279-282, U10: L2: 288-290, U10: L6: 324-326, U10: L10: 351-352, U11: L2: 375-377, U11: L3: 383-386, U11: L6: 411-413, U11: L9: 430-431, U11: L10: 436-437, U12: L2: 466-468, U12: L3: 474-478, U12: L6: 509-512, U12: L9: 542-543, U12: L10: 549-550</p> <p>SE: U1: L1: 3-5, U1: L2: 6, U1: L3: 11, U1: L5: 19, U1: L7: 25, U1: L10: 34, U2: L1:</p>

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English III TEKS	Language! Live Matches
Knowledge and skills.	
	<p>42, U2: L2: 47-48, U2: L5: 60, U2: L7: 68-69, U2: L10: 78, U3: L1: 84, U3: L2: 88, U3: L5: 100, U3: L7: 108, U4: L1: 124, U4: L2: 127, U4: L3: 132, U4: L5: 139, U4: L7: 147, U4: L10: 155, 160, U5: L1: 162, U5: L2: 166, U5: L3: 172, U5: L6: 187-189, U5: L10: 210, U6: L1: 216, U6: L2: 219-220, U6: L6: 241-243, U6: L10: 256, U7: L1: 2, U7: L2: 7, U7: L6: 29-31, U7: L10: 50, U8: L1: 58, U8: L2: 62-63, U8: L6: 84-85, U8: L10 106, U9: L1 114, U9: L2 119, U9: L6: 139-140, U10: L1: 172, U10: L2: 176-177, U10: L6: 198-199, U10: L10: 218, U11: L2: 228-229, U11: L3: 236, U11: L6: 252, U11: L9: 266, U11: L10: 270, U12: L2: 289-290, U12: L3: 295-296, U12: L6: 310-312, U12: L9: 330, U12: L10: 337</p> <p>Word Training: U2: L5, U2: L6, U2: L7, U2: L8, U3: L9, U3: L10, U3: L11, U3: L12, U4: L13, U4: L14, U4: L15, U4: L16, U5: L17, U5: L18, U5: L19, U5: L20, U6: L21, U6: L22, U6: L23, U6: L24, U7: L25, U7: L26, U7: L27, U7: L28, U8: L29, U8: L30, U8: L31, U8: L32, U9: L33, U9: L34, U9: L35, U9: L36, U10: L37, U10: L38, U10: L39, U10: L40, U11: L41, U11: L42, U11: L43, U12: L44, U12: L45, U12: L46</p> <p>Level 2</p> <p>TE: U1: L1: 7-10, U1: L6: 44-51, U1: L7: 52-59, U2: L1: 82-85, U2: L6: 124-127, U2: L6: 58, U3: L1: 160-163, U3: L2: 175-178, U3: L6: 209-212, U4: L1: 279-282, U4: L6: 319-327, U5: L1: 363-366, U5: L6: 405-408, U6: L1: 447-450, U6: L6: 488-491, U7: L1: 7-10, U7: L6: 45-48, U7: L7: 52-55, U8: L6: 132-135, U9: L1: 191-194, U9: L2: 202-203, U9: L6: 234-237, U10: L1: 279-282, U10: L6: 320-323, U11: L6: 411-414, U12: L1: 455-458, U12: L6: 498-501</p> <p>SE: U1: L1: 2, U1: L6: 18-21, U1: L7: 18, U2: L1: 36, U3: L1: 72, U3: L2: 72, 82, U3: L6: 100, U4: L1: 146, U4: L6: 168, U5: L1: 190, U5: L6: 211, U6: L1: 230, U6: L6: 254, U7: L1: 4, U7: L6: 24, U7: L7: 24, 28, U8: L6: 70, U9: L1: 112, U9: L6: 138, U10: L1: 244, U10: L6: 269, U11: L6: 318, U12: L1: 340, U12: L6: 370</p>
(2) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:	
(A) analyze the way in which the theme or meaning of a selection represents a view or comment on the human condition;	<p>Level 1</p> <p>The following provide an opportunity:</p> <p>TE: U12: L10: 551</p> <p>SE: U12: L10: 279</p> <p>Level 2</p> <p>The following provide an opportunity:</p> <p>TE: U4: L7: 330-334, U8: L5: 125-128, U8: L7: 151-155, U9: L8: 247-252, U9: L9: 252-263, U11: L7: 423-426, U11: L8: 428-432, U11: L9: 433-439, U12: L3: 477-480</p> <p>SE: U4: L7: 66, 174-175, U8: L5: 39, 55, U8: L7: 88-89, U9: L8: 204-206, U9: L9: 209-237, U11: L7: 325, U11: L8: 327-329, U11: L9: 330-334, U12: L3: 358-359</p>
(B) relate the characters and text structures of mythic, traditional, and classical literature to 20th and 21st century American novels, plays, or films; and	<p>Level 1</p> <p>The following provide opportunities:</p> <p>TE: U12: L1:450-452, U12: L10: 551-552</p> <p>SE: U12: L1: 279</p> <p>Level 2</p> <p>The following provide opportunities:</p> <p>TE: U8: L6: 129-131, 136-148, U12: L6: 496-497, 502-506</p> <p>SE: U8: L6: 69, 71-87, U12: L6: 369, 371-375</p>

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English III TEKS	Language! Live Matches
Knowledge and skills.	
(C) relate the main ideas found in a literary work to primary source documents from its historical and cultural setting.	Level 2 The following provide opportunities: TE: U3: L7: 235-241, U3: L8: 242-247, U7: L4: 31-37 SE: U3: L7: 121-123, U3: L8: 124-125, U7: L4: 18-21
(3) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to analyze the effects of metrics, rhyme schemes (e.g., end, internal, slant, eye), and other conventions in American poetry.	Level 1 TE: U7: L5: 51-52, U7: L6: 60-64, U8: L3:121 SE: U7: L6: 33-34 Level 2 TE: U2: L6: 121-131, U2: L8: 140-144, U2: L9: 145-149, U8: L9: 161-176 SE: U2: L6: 57-60, 62, U2: L8: 59, 66-67, U2: L9: 68-69, U8: L9: 93-105
(4) Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to analyze the themes and characteristics in different periods of modern American drama.	Level 2 TE: U3: L6: 206-230, U3: L7: 235-241, U3: L8: 242-247, U3: L9: 248-263, U3: L10: 271-272 SE: U3: L6: 99, 100, 101-117, U3: L7: 121-123, U3: L8: 124-125, U3: L9: 126-139, U3: L10: 99, 124
(5) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:	
(A) evaluate how different literary elements (e.g., figurative language, point of view) shape the author's portrayal of the plot and setting in works of fiction;	Level 1 The following provide opportunities: TE: U9: L2: 203-204, U9: L6: 236-240, U12: L7: 516-533, U12: L10: 551-552 SE: U9: L2: 121, U9: L6: 237-239, U12: L7: 316-324 Level 2 U3: L1: 164-174 (P.O.), U3: L8: 242-247(P.O.), U7: L1: 4-6, 11-16, U7: L3: 25-30, U8: L3: 105-109, U8: L9: 161-176, U9: L7: 242-246 U3: L1: 73-81(P.O.), U3: L8: 124-125(P.O.), U7: L1: 1-3, 5-9, U7: L3: 14-17, U8: L3: 55-57, U8: L9: 93-105, U9: L7: 14, 202-203
(B) analyze the internal and external development of characters through a range of literary devices;	Level 1 The following provide opportunities: TE: U9: L2: 203-204, U9: L6: 236-240, U12: L7: 516-533, U12: L10: 551-552 SE: U9: L2: 121, U9: L6: 237-239, U12: L7: 316-324 Level 2 The following provide opportunities: TE: U2: L1: 86-92 (P.O.), U2: L3: 105-108, U2: L4: 109-115, U2: L5: 117-119, U3: L3: 186-190, U3: L4: 191-200, U7: L3: 25-30, U7: L4: 31-37, U8: L4: 110-121, U9: L7: 242-246, U9: L8: 247-252, U9: L9: 252-263, U11: L4: 394-403, U11: L9: 433-

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Knowledge and skills.	
	439, U12: L3: 477-480, U12: L5: 493, U12: L10: 527-533 SE: U2: L1: 37-40 (P.O.), U2: L3: 42-49, U2: L4: 50-54, U2: L5: 55-56, U3: L3: 66, 89, U3: L4: 90-96, U7: L3: 14-17, U7: L4: 18-21, U8: L4: 58-67, U9: L7: 14, 202-203, U9: L8: 204-206, U9: L9: 209-237, U11: L4: 307-314, U11: L9: 330-334, U12: L3: 358-359, U12: L5: 368, U12: L10: 386-390
(C) analyze the impact of narration when the narrator's point of view shifts from one character to another; and	Level 1 The following provide opportunities: TE: U9: L6: 236-240, U9: L10: 263-264 Level 2 TE: U2: L1: 80-81 (P.O.), U2: L1: 86-92, U4: L4: 305-311, U7: L1: 4-6, 11-16, U8: L4: 110-121, U8: L5: 125-128, U8: L8: 156-160, U8: L9: 161-176, U8: L10: 179-183, U9: L10: 272-273, U11: L4: 394-403, U11: L9: 433-439 SE: U2: L10: 35 (P.O.), U2: L1: 37-40, U4: L4: 161-165, U7: L1: 1-3, 5-9, U8: L4: 58-67, U8: L5: 39, 55, U8: L8: 15, 90-92, U8: L9: 93-105, U8: L10: 35, 106-109, 553, U9: L10: 137, 204, U11: L4: 307-314, U11: L9: 330-334
(D) demonstrate familiarity with works by authors in American fiction from each major literary period.	
(6) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to analyze how rhetorical techniques (e.g., repetition, parallel structure, understatement, overstatement) in literary essays, true life adventures, and historically important speeches influence the reader, evoke emotions, and create meaning.	Level 1 The following provide opportunities: TE: U7: L6: 60-63, 65, U9: L1 195-199, L5: 223-227, U9: L5: 228-230, U9: L7: 241-246, U9: L10: 263-264, U12: L1: 457-465, U12: L5: 495-503, U12: L7: 516-533 SE: U7: L6: 35, U9: L1 115-118, L5: 134, U9: L5: 135-137, U9: L7: 144-145, U12: L5: 305, U12: L7: 316-324 Level 2 TE: U3: L7: 235-241 (P.O.), U4: L1: 276-278, 283-288, U4: L3: 298-304, U4: L4: 305-311, U4: L6: 316-318, 323-327, U4: L7: 330-334, U4: L8: 337-341, U4: L9: 342-348, U5: L1: 360-362, 367-372, U5: L3: 384-389, U5: L4: 390-397, U5: L5: 401-402 SE: U3: L7: 121-123 (P.O.), U4: L1: 145, 147-152, U4: L3: 66, 159-160, U4: L4: 161-165, U4: L6: 167, 169-173, U4: L7: 66, 174-175, U4: L7: 177-178, U4: L9: 179-183, U5: L1: 189, 191-196, U5: L3: 201-202, U5: L4: 203-208, U5: L5: 189, 201
(7) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to analyze the meaning of classical, mythological, and biblical allusions in words, phrases, passages, and literary works.	Level 1 The following provide opportunities: TE: U7: L6: 60-63, U9: L1 191-194, U9: L3: 206-209, U9: L7: 241-246, U9: L10: 262-263, U12: L1: 453-456, U12: L2: 466-468, U12: L3: 474-478, U12: L5: 494, U12: L7: 516-533, U12: L10: 549-550 SE: U7: L6: 33-34, U9: L1 114, U9: L3: 123-124, U9: L5: 222, U9: L7: 144-145, U9: L10: 161, U12: L1: 280, U12: L2: 289-290, U12: L3: 295-296, U12: L7: 316-324 Level 2 TE: U2: L3: 105-108, U2: L4: 109-115, U3: L4: 191-200, U3: L7: 235-241, U3: L8: 242-247, U3: L9: 248-263, U4: L4: 305-311, U5: L4: 390-397, U7: L4: 31-37, U8: L4: 110-121, U8: L9: 161-176, U10: L4: 302-311, U11: L4: 394-403, U11: L9: 433-439, U12: L4: 481-490, U12: L9: 518-524 SE: U2: L3: 42-49, U2: L4: 50-54, U3: L4: 90-96, U3: L7: 121-123, U3: L8: 124-125, U3: L9: 126-139, U4: L4: 161-165, U5: L4: 203-208, U7: L4: 18-21, U8: L4: 58-67,

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Knowledge and skills.	
	U8: L9: 93-105, U10: L4: 260-265, U11: L4: 307-314, U11: L9: 330-334, U12: L4: 360-367, U12: L9: 381-385
(8) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to analyze how the style, tone, and diction of a text advance the author's purpose and perspective or stance.	<p>Level 1 The following provide opportunities: TE: U6: L1: 400-402, U6: L3: 422-426, U6: L6: 452-457, U8: L5: 142-144, U8: L6: 152-156, U11: L2: 380-381, U11: L6: 415-417, U12: L4: 489-493 SE: U6: L6: 245, U8: L5: 82, U8: L6: 87-90, U11: L2: 232-233, U11: L6: 256-257, U12: L4: 302-304</p> <p>Level 2 The following provide opportunities: TE: U4: L1: 276-278, 283-288, U4: L3: 298-304, U4: L4: 305-311, U4: L6: 316-318, 323-327, U4: L7: 330-334, U4: L8: 337-341, U4: L9: 342-348, U5: L6: 403-404, 409-412, U5: L7: 415-419, U5: L8: 420-424, U5: L9: 425-431, U5: L10: 440-441, U6: L1: 444-445, 451-455, U6: L3: 467-471, U6: L4: 472-479, U6: L5: 483-484, U6: L6: 485-487, 492-501, U6: L7: 504-509, 510, U6: L8: 511-516, U6: L9: 517-529 SE: U4: L1: 145, 147-152, U4: L3: 66, 159-160, U4: L4: 161-165, U4: L6: 167, 169-173, U4: L7: 66, 174-175, U4: L7: 177-178, U4: L9: 179-183, U5: L6: 210, 212-215, U5: L7: 216-217, U5: L8: 66, 218-220, U5: L9: 221-224, U5: L10: 210, 218, U6: L1: 229, 230, 231-234, U6: L3: 243-245, U6: L4: 246-250, U6: L5: 229, 243, U6: L6: 252, 255-266, U6: L7: 267-268, U6: L8: 269-272, U6: L9: 253, 273-279</p>
(9) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:	
(A) summarize a text in a manner that captures the author's viewpoint, its main ideas, and its elements without taking a position or expressing an opinion;	<p>Level 1 The following provide opportunities: TE: U1: L8: 61-63, U1: L9: 64-67, U1: L10: 71, 76-77, U2: L5: 112-120, U2: L9: 143-146, U3: L5: 189-195, U3: L8: 212-215, U3: L9: 217-221, U4: L5: 265-270, U4: L8: 289-292, U5: L7: 366-373, U5: L10: 391, U6: L3: 422-426, U6: L4: 431-434, U6: L7: 459-465, U7: L7: 66-72, U11: L10: 438 SE: U1: L7: 26-27, U1: L8: 30-31, U1: L9: 33, U1: L10: 35, 40, U2: L5: 61-63, U3: L5: 101-103, U3: L8: 112-115, U3: L9: 115-116, U4: L5: 140-141, U4: L8: 151-152, U5: L7: 191-194, U6: L3: 228-229, U6: L4: 233-234, U6: L7: 246-247, U7: L7: 36-38</p> <p>Level 2 The following provide opportunities: TE: U1: L8: 60-62, TE: U1: L9: 63-68, U1: L10: 70-76, U4: L3: 298-304, U4: L7: 330-334, U5: L3: 384-389, U5: L7: 415-419, U5: L8: 420-424, U5: L9: 425-431, U6: L3: 467-471, U7: L6: 42-44, 49-51, U7: L8: 60-64, U7: L9: 65-70, U9: L3: 211-215, U10: L3: 298-301, U10: L9: 342-350 SE: U1: L8: 19, 26, U1: L9: 27-29, U1: L10: 31-33, U4: L3: 66, 159-160, U4: L7: 66, 174-175, U5: L3: 201-202, U5: L7: 216-217, U5: L8: 66, 218-220, U5: L9: 221-224, U6: L3: 243-245, U7: L6: 23, 25-27, U7: L8: 30-31, U7: L9: 32-34, U9: L3: 14, 126-128, U10: L3: 257-259, U10: L9: 278-283</p>
(B) distinguish between inductive and deductive reasoning and analyze the elements of deductively and inductively reasoned texts and the different ways conclusions are supported;	<p>Level 1 The following provide opportunities: TE: U6: L2: 417, U6: L6: 452-457, U8: L4: 131-134, U11: L4: 395-398 SE: U6: L2: 224, U6: L6: 245, U8: L4: 77-78, U11: L4: 243-245</p> <p>Level 2</p>

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	<p>The following provide opportunities:</p> <p>TE: U1: L6: 48-51, U5: L9: 425-431, U6: L6: 485-487, 492-501, U6: L7: 504-509, 510, U6: L8: 511-516, U6: L9: 517-529, U7: L8: 60-64, U7: L9: 65-70, U9: L1: 188-190, 195-201, U9: L3: 211-215, U9: L4: 216-225, U10: L1: 276-278, 283-289, U10: L3: 298-301, U10: L4: 302-311, U10: L7: 333-335, U10: L9: 342-350</p> <p>SE: U1: L6: 19-21, U5: L9: 221-224, U6: L6: 252, 255-266, U6: L7: 267-268, U6: L8: 269-272, U6: L9: 253, 273-279, U7: L8: 30-31, U7: L9: 32-34, U9: L1: 111, 113-120, U9: L3: 14, 126-128, U9: L4: 14, 129-135, U10: L1: 243, 245-252, U10: L3: 257-259, U10: L4: 260-265, U10: L7: 274, U10: L9: 278-283</p>
(C) make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns; and	<p>Level 1</p> <p>The following provide opportunities:</p> <p>TE: U6: L1: 400-402, U6: L3: 422-426, U6: L6: 452-457, U8: L5: 142-144, U8: L6: 152-156, U11: L2: 380-381, U11: L6: 415-417, U12: L4: 489-493</p> <p>SE: U6: L6: 245, U8: L5: 82, U8: L6: 87-90, U11: L2: 232-233, U11: L6: 256-257, U12: L4: 302-304</p> <p>Level 2</p> <p>TE: U5: L3: 384-389, U5: L9: 425-431, U6: L6: 485-487, 492-501, U6: L7: 504-509, 510, U6: L8: 511-516, U6: L9: 517-529, U7: L6: 42-44, 49-51, U7: L8: 60-64, U9: L3: 211-215, U9: L4: 216-225, U10: L3: 298-301, U10: L6: 317-319, 324-330, U10: L7: 333-335, U10: L8: 337-341</p> <p>SE: U5: L3: 201-202, U5: L9: 221-224, U6: L6: 252, 255-266, U6: L7: 267-268, U6: L8: 269-272, U6: L9: 253, 273-279, U7: L6: 23, 25-27, U7: L8: 30-31, U9: L3: 14, 126-128, U9: L4: 14, 129-135, U10: L3: 257-259, U10: L6: 268, 270-273, U10: L7: 274, U10: L8: 276-277</p>
(D) synthesize ideas and make logical connections (e.g., thematic links, author analyses) between and among multiple texts representing similar or different genres and technical sources and support those findings with textual evidence.	<p>Level 1</p> <p>The following provide opportunities:</p> <p>TE: U6: L5: 436-441, U6: L6: 452-457, U8: L4: 131-134, U12: L4: 489-493</p> <p>SE: U6: L6: 245, U8: L4: 77-78, U12: L4: 302-304</p> <p>Level 2</p> <p>The following provide opportunities:</p> <p>TE: U1: L6: 41-51, U9: L4: 216-225, U9: L8: 247-252, U10: L8: 337-341, U10: L9: 342-350</p> <p>SE: U1: L6: 17-21, U9: L4: 14, 129-135, U9: L8: 204-206, U10: L8: 276-277, U10: L9: 278-283</p>
(10) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:	
(A) evaluate how the author's purpose and stated or perceived audience affect the tone of persuasive texts; and	<p>Level 1</p> <p>The following provide opportunities:</p> <p>TE: U6: L6: 452-457</p> <p>SE: U6: L6: 245</p> <p>Level 2</p> <p>The following provide opportunities:</p> <p>TE: U6: L7: 504-509, 510, U6: L9: 517-529, U10: L3: 298-301, U10: L4: 302-311, U10: L9: 342-350</p> <p>SE: U6: L7: 267-268, U6: L9: 253, 273-279, U10: L3: 257-259, U10: L4: 260-265, U10: L9: 278-283</p>

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Knowledge and skills.	
(B) analyze historical and contemporary political debates for such logical fallacies as non-sequiturs, circular logic, and hasty generalizations.	Level 2 The following provide opportunities: TE: U6: L7: 504-509, 510, U6: L9: 517-529 SE: U6: L7: 267-268, U6: L9: 253, 273-279
(11) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:	
(A) evaluate the logic of the sequence of information presented in text (e.g., product support material, contracts); and	
(B) translate (from text to graphic or from graphic to text) complex, factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.	Level 1 The following provide opportunities: TE: U1: L1: 4-5, U1: L1: 10, U1:L5: 37, U1: L6: 45, U2: L1: 80-81, 86, U2: L6: 122, U3: L1: 158-160, U3: L1: 165, U3: L6: 197,U4: L1: 236-238, 243, U5: L1: 310-312, U5: L1: 317-318, U6: L1: 400-402, 407, U6: L4: 432-433, U7: L1: 6, U8: L1: 100-102, 107-108, U9: L1: 188-190, 195-199, U10: L1: 276-278, U10: L6: 328, 330, U11: L1: 369-371, U11: L2: 380-381, U11: L7: 418-424, U11: L10: 442, U12: L1: 450-452 SE: U1:L1: 2, U1: L1:4-5, U1: L6: 14, U2: L:1:41, 43, U3: L1: 83, 85-87, U4: L1: 123, 125-126, U5: L1: 161, 163-165, U6: L1: 215, 217-218, U7: L1: 1, 3-6, U8: L1: 57, 59-61, U9: L1: 113, 115-118, U10: L1: 171, 173-175, U10: L6: 202-203, U11: L1: 223, 225-227, U11: L2: 232-233, U11: L7: 258-260, U11: L10: 274, U12: L1: 279, 281-288 Level 2 The following provide opportunities: TE: U9: L1: 188-190, 195-201 SE: U9: L1: 111, 113-120
(12) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:	
(A) evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts;	At the beginning of each Unit, students watch a video to build background knowledge. Discussion follows which provides opportunities to meet this standard. Level 2 TE: U1: L5: 39-40, U3: L5: 203-205, U6: L10: 530-531, U8: L8: 156-160 SE: U3: L5: 71, 89, U6: L10: 253, 273-279, U8: L8: 15, 90-92
(B) evaluate the interactions of different techniques (e.g., layout, pictures, typeface in print media, images, text, sound in electronic journalism) used in multi-layered media;	At the beginning of each Unit, students watch a video to build background knowledge. Discussion follows which provides opportunities to meet this standard. Level 2 TE: U1: L5: 39-40, U3: L5: 203-205, U6: L10: 530-531 SE: U3: L5: 71, 89, U6: L10: 253, 273-279
(C) evaluate the objectivity of coverage of the same event in various types of media; and	At the beginning of each Unit, students watch a video to build background knowledge. Discussion follows which provides opportunities to meet this standard. Level 2

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English III TEKS	Language! Live Matches
Knowledge and skills.	
	TE: U1: L5: 39-40(P.O.), U8: L8: 156-160 SE: U8: L8: 15, 90-92
(D) evaluate changes in formality and tone across various media for different audiences and purposes.	At the beginning of each Unit, students watch a video to build background knowledge. Discussion follows which provides opportunities to meet this standard.
(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:	
(A) plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;	Level 1 TE: U4: L9: 293-296, U5: L2: 329, U5: L5: 354-357, U5: L8: 374-379, U6: L8: 466-469, U7: L8: 73-77, U8: L8: 164-168, U10: L8: 336-340, U11: L8: 425-428, U12: L8: 534-540, U12: L9: 547-548 SE: U4: L9: 153-154, U5: L5: 182-186, U5: L8: 195-201, U6: L8: 248-251, U7: L8: 39-41, U8: L8: 94-96, U8: L9: 102-103, U10: L8: 206-210, U11: L8: 261-264, U12: L8: 325-328, U12: L9: 334-335 Level 2 TE: U1: L10: 70-75, U2: L10: 151-154, U3: L10: 264-270, U4: L10: 351-356, U5: L10: 434-439, U6: L7: 510, U6: L10: 532-538, U7: L10: 73-76, U8: L10: 179-183, U9: L10: 266-271, U10: L7: 336, U10: L10: 353-360, U11: L7: 427, U11: L10: 442-446, U12: L10: 527-533 SE: U1: L10: 30-34, U2: L10: 30, 70, U3: L10: 30, 140-143, U4: L10: 184-187, U5: L10: 30, 225-228, 371, U6: L10: 280-284, U7: L10: 36-38, U8: L10: 35, 106-109, 553, U9: L10: 238-241, 546, 551, U10: L7: 275, U10: L10: 284-287, U11: L7: 326, U11: L10: 335-337, U12: L10: 386-390
(B) structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and rhetorical devices to convey meaning;	Level 1 TE: U4: L2: 252-253, U4: L5: 271-272, U4: L9: 293-296, U5: L2: 329, U5: L5: 354-357, U5: L8: 374-379, U6: L2: 415-416, U6: L5: 442-444, U6: L6: 451, U6: L8: 466-469, U7: L8: 73-77, L9: 80-81, U8: L6: 151, U8: L8: 164-168, U8: L9: 174, U9: L9: 261, U10: L8: 336-340, U11: L8: 425-428, U11: L9: 432-435, U12: L8: 534-540, U12: L9: 547-548 SE: U4: L2: 130, U4: L5: 142, U4: L9: 153-154, U5: L5: 182-186, U5: L8: 195-201, U6: L2: 223, U6: L5: 236-238, U6: L6: 244, U6: L8: 248-251, U7: L8: 39-41, L9: 44-45, U8: L6: 86, U8: L8: 94-96, U9: L8: 147-153, U9: L9: 159, U10: L8: 206-210, U11: L8: 261-264, U11: L9: 268-269, U12: L8: 325-328, U12: L9: 334-335 Level 2 TE: U1: L10: 70-75, U3: L10: 264-270, U4: L10: 351-356, U5: L10: 434-439, U6: L10: 532-538, U7: L10: 73-76, U8: L10: 179-183, U9: L10: 266-271, U10: L10: 353-360, U11: L10: 442-446, U12: L10: 527-533 SE: U1: L10: 30-34, U3: L10: 30, 140-143, U4: L10: 184-187, U5: L10: 30, 225-228, 371, U6: L10: 280-284, U7: L10: 36-38, U8: L10: 35, 106-109, 553, U9: L10: 238-241, 546, 551, U10: L10: 284-287, U11: L10: 335-337, U12: L10: 386-390
(C) revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes (e.g., metaphors, similes, analogies, hyperbole, understatement,	Level 1 TE: U4: L2: 252-253, U4: L5: 271-272, U4: L9: 293-296, U5: L2: 329, U5: L5: 354-357, U5: L8: 374-379, U6: L2: 415-416, U6: L5: 442-444, U6: L6: 451, U6: L8: 466-469, U7: L8: 73-77, L9: 80-81, U8: L6: 151, U8: L8: 164-168, U8: L9: 174, U9: L9: 261, U10: L8: 336-340, U11: L8: 425-428, U11: L9: 432-435, U12: L8: 534-540, U12: L9: 547-548 SE: U4: L2: 130, U4: L5: 142, U4: L9: 153-154, U5: L5: 182-186, U5: L8: 195-201, U6: L2: 223, U6: L5: 236-238, U6: L6: 244, U6: L8: 248-251, U7: L8: 39-41, L9: 44-

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English III TEKS	Language! Live Matches
Knowledge and skills.	
<p>rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases;</p>	<p>45, U8: L6: 86, U8: L8: 94-96, U8: L9: 102-103, U9: L8: 147-153, U9: L9: 159, U10: L8: 206-210, U11: L8: 261-264, U11: L9: 268-269, U12: L8: 325-328, U12: L9: 334-335</p> <p>Level 2</p> <p>TE: U1: L2: 22-25, U3: L10: 264-270, U4: L10: 351-356, U5: L10: 434-439, U6: L10: 532-538, U8: L10: 179-183, U9: L10: 266-271, U10: L10: 353-360, U11: L10: 442-446, U12: L10: 527-533</p> <p>SE: U1: L2: 9-10, U3: L10: 30, 140-143, U4: L10: 184-187, U5: L10: 30, 225-228, 371, U6: L10: 280-284, U8: L10: 35, 106-109, 553, U9: L10: 238-241, 546, 551, U10: L10: 284-287, U11: L10: 335-337, U12: L10: 386-390</p>
<p>(D) edit drafts for grammar, mechanics, and spelling; and</p>	<p>Level 1</p> <p>TE: U4: L2: 252-253, U4: L5: 271-272, U4: L9: 293-296, U5: L2: 329, U5: L5: 354-357, U5: L8: 374-379, U6: L2: 415-416, U6: L5: 442-444, U6: L6: 451, U6: L8: 466-469, U7: L8: 73-77, L9: 80-81, U8: L6: 151, U8: L8: 164-168, U8: L9: 174, U9: L9: 261, U10: L8: 336-340, U11: L8: 425-428, U11: L9: 432-435, U12: L8: 534-540, U12: L9: 547-548</p> <p>SE: U4: L2: 130, U4: L5: 142, U4: L9: 153-154, U5: L5: 182-186, U5: L8: 195-201, U6: L2: 223, U6: L5: 236-238, U6: L6: 244, U6: L8: 248-251, U7: L8: 39-41, L9: 44-45, U8: L6: 86, U8: L8: 94-96, U8: L9: 102-103, U9: L8: 147-153, U9: L9: 159, U10: L8: 206-210, U11: L8: 261-264, U11: L9: 268-269, U12: L8: 325-328, U12: L9: 334-335</p> <p>Level 2</p> <p>TE: U1: L2: 22-25, U3: L10: 264-270, U4: L10: 351-356, U5: L10: 434-439, U6: L10: 532-538, U7: L10: 73-76, U8: L10: 179-183, U9: L10: 266-271, U10: L10: 353-360, U11: L10: 442-446, U12: L10: 527-533</p> <p>SE: U1: L2: 9-10, U3: L10: 30, 140-143, U4: L10: 184-187, U5: L10: 30, 225-228, 371, U6: L10: 280-284, U7: L10: 36-38, U8: L10: 35, 106-109, 553, U9: L10: 238-241, 546, 551, U10: L10: 284-287, U11: L10: 335-337, U12: L10: 386-390</p>
<p>(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.</p>	<p>Level 1</p> <p>TE: U4: L2: 252-253, U4: L5: 271-272, U4: L9: 293-296, U5: L2: 329, U5: L5: 354-357, U5: L8: 374-379, U6: L2: 415-416, U6: L5: 442-444, U6: L6: 451, U6: L8: 466-469, U7: L8: 73-77, L9: 80-81, U8: L6: 151, U8: L8: 164-168, U8: L9: 174, U9: L9: 261, U10: L8: 336-340, U11: L8: 425-428, U11: L9: 432-435, U12: L8: 534-540, U12: L9: 547-548</p> <p>SE: U4: L2: 130, U4: L5: 142, U4: L9: 153-154, U5: L5: 182-186, U5: L8: 195-201, U6: L2: 223, U6: L5: 236-238, U6: L6: 244, U6: L8: 248-251, U7: L8: 39-41, L9: 44-45, U8: L6: 86, U8: L8: 94-96, U8: L9: 102-103, U9: L8: 147-153, U9: L9: 159, U10: L8: 206-210, U11: L8: 261-264, U11: L9: 268-269, U12: L8: 325-328, U12: L9: 334-335</p> <p>Level 2</p> <p>TE: U3: L10: 264-270, U4: L10: 351-356, U6: L10: 532-538, U7: L10: 73-76, U8: L10: 179-183, U9: L10: 266-271, U10: L10: 353-360, U11: L10: 442-446, U12: L10: 527-533</p> <p>SE: U3: L10: 30, 140-143, U4: L10: 184-187, U6: L10: 280-284, U7: L10: 36-38, U8: L10: 35, 106-109, 553, U9: L10: 238-241, 546, 551, U10: L10: 284-287, U11: L10: 335-337, U12: L10: 386-390</p>
<p>(14) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to:</p>	

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English III TEKS	Language! Live Matches
Knowledge and skills.	
(A) write an engaging story with a well-developed conflict and resolution, complex and non-stereotypical characters, a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot, and sensory details that define the mood or tone;	Level 1 TE: U9: L8: 249-256, U12: L8: 534-540 SE: U9: L8: 147-153, U12: L8: 325-328 Level 2 TE: U10: L7: 336, U10: L10: 353-360 SE: U10: L7: 275, U10: L10: 284-287
(B) write a poem that reflects an awareness of poetic conventions and traditions within different forms (e.g., sonnets, ballads, free verse); and	Level 2 TE: U2: L10: 151-154, U10: L7: 333-335 SE: U2: L10: 30, 70, U10: L7: 274
(C) write a script with an explicit or implicit theme, using a variety of literary techniques.	
(15) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:	
(A) write an analytical essay of sufficient length that includes:(i) effective introductory and concluding paragraphs and a variety of sentence structures;(ii) rhetorical devices, and transitions between paragraphs;(iii) a clear thesis statement or controlling idea;(iv) a clear organizational schema for conveying ideas;(v) relevant and substantial evidence and well-chosen details; and(vi) information on multiple relevant perspectives and a consideration of the validity, reliability, and relevance of primary and secondary sources;	Level 1 TE: U2: L9: 143-146, U3: L9: 217-221, U4: L9: 293-296, U5: L8: 374-379, U7: L8: 73-77, U8: L8: 164-168, U10: L8: 336-340, U11: L8: 425-428 SE: U2: L9: 77, U3: L9: 115-116, U4: L9: 153-154, U5: L8: 195-201, U7: L8: 39-41, U8: L8: 94-96, U10: L8: 206-210, U11: L8: 261-264 Level 2 The following provide opportunities: TE: U3: L10: 264-270, U5: L10: 434-439, U6: L7: 510, U6: L10: 532-538, U7: L10: 73-76, U8: L10: 179-183, U11: L10: 442-446, U12: L5: 493, U12: L10: 527-533 SE: U3: L10: 30, 140-143, U5: L10: 30, 225-228, 371, U6: L10: 280-284, U7: L10: 36-38, U8: L10: 35, 106-109, 553, U11: L10: 335-337, U12: L5: 368, U12: L10: 386-390
(B) write procedural or work-related documents (e.g., résumés, proposals, college applications, operation manuals) that include:(i) a clearly stated purpose combined with a well-supported viewpoint on the topic;(ii) appropriate formatting structures (e.g., headings, graphics, white space);(iii) relevant questions that engage readers and consider their needs;(iv) accurate technical information in accessible language; and(v) appropriate organizational structures supported by facts and details (documented if appropriate);	Level 2 TE: U1: L5: 38-39(P.O.), U10: L5: 314 SE: U1: L5: 11, 16(P.O.), U10: L5: 266-267

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English III TEKS	Language! Live Matches
Knowledge and skills.	
<p>(C) write an interpretation of an expository or a literary text that:(i) advances a clear thesis statement;(ii) addresses the writing skills for an analytical essay, including references to and commentary on quotations from the text;(iii) analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices;(iv) identifies and analyzes the ambiguities, nuances, and complexities within the text; and(v) anticipates and responds to readers' questions or contradictory information; and</p>	<p>Level 1 The following provide opportunities: TE: U1: L6: 49-50, U1:L7: 56-57, U1: L9: 64-67, U2: L3: 104-105, U2: L7: 133-135, U2: L9: 143-146, U3: L2: 174-175, U4: L2: 252-253, U4: L5: 271-272, U4: L6: 278-280, U4: L9: 293-296, U5: L2: 329, U5: L5: 354-357, U5: L8: 374-379, U6: L2: 415-416, U6: L5: 442-444, U6: L6: 451, U6: L8: 466-469, U7: L5: 48-50, U7: L8: 73-77, L9: 80-81, U8: L5: 142-144, U8: L8: 164-168, U9: L5: 228-230, U9: L7: 247-248, U9: L8: 249-256, U10: L5: 314-321, U10: L6: 327, U10: L8: 336-340, U11: L8: 425-428, U12: L5: 503-506, U12: L8: 534-540, U12: L9: 547-548 SE: U1:L7: 27, U2: L3: 55, U2: L7: 70-71, U2: L9: 77, U3: L2: 91, U4: L2: 130, U4: L5: 143, U4: L6: 144-145, U4: L9: 153-154, U5: L2: 170, U5: L5: 182-186, U5: L8: 195-201, U6: L2: 223, U6: L5: 236-238, U6: L6: 244, U6: L8: 248-251, U7: L5: 25-26, U7: L8: 39-41, L9: 44-45, U8: L5: 80-81, U8: L8: 94-96, U9: L5: 135-137, U9: L7: 146, U9: L8: 147-153, U10: L5: 194-196, U10: L6: 200-201, U10: L7: 329-335, U10: L8: 206-210, U11: L8: 261-264, U12: L5: 306-308, U12: L8: 325-328, U12: L9: 334-335</p> <p>Level 2 The following provide opportunities: TE: U1: L5: 38-39, U1: L10: 70-75, U2: L5: 117-119, U2: L8: 140-144, U3: L5: 202-205, U3: L8: 242-247, U3: L10: 264-270, U4: L5: 313-314, U4: L8: 337-341, U4: L10: 351-356, U5: L3: 384-389, U5: L5: 400, U5: L8: 420-424, U5: L10: 434-439, U6: L8: 511-516, U7: L3: 25-30, U7: L5: 40, U7: L7: 56-59, U8: L3: 105-109, U8: L5: 124, U8: L7: 151-155, U8: L8: 156-160, U8: L10: 179-183, U9: L3: 211-215, U9: L5: 228, U9: L7: 242-246, U9: L8: 247-252, U10: L5: 314, U10: L7: 333-335, U10: L8: 337-341, U11: L5: 406-406, U11: L7: 423-426, U11: L8: 428-432, U11: L10: 442-446, U12: L3: 477-480, U12: L5: 493, U12: L7: 509-512, U12: L8: 513-517, U12: L10: 527-533 SE: U1: L5: 11, 16 , U1: L10: 30-34, U2: L5: 55-56, U2: L8: 59, 66-67, U3: L5: 97-98, U3: L8: 124-125, U3: L10: 30, 140-143, U4: L5: 166, U4: L7: 177-178, U4: L10: 184-187, U5: L3: 201-202, U5: L5: 209, U5: L8: 66, 218-220, U5: L10: 30, 225-228, 371, U6: L5: 251, U6: L8: 269-272, U7: L3: 14-17, U7: L5: 22, U7: L7: 14, 29, U8: L3: 55-57, U8: L5: 68, U8: L7: 88-89, U8: L8: 15, 90-92, U8: L10: 35, 106-109, 553, U9: L3: 14, 126-128, U9: L5: 136, U9: L7: 14, 202-203, U9: L8: 204-206, U10: L5: 266-267, U10: L7: 274, U10: L8: 276-277, U11: L5: 315-316, U11: L7: 325, U11: L8: 327-329, U11: L10: 335-337, U12: L3: 358-359, U12: L5: 368, U12: L7: 376-377, U12: L8: 378-380, U12: L10: 386-390</p>
<p>(D) produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that appeals to a specific audience and synthesizes information from multiple points of view.</p>	
<p>(16) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:</p>	
<p>(A) a clear thesis or position based</p>	<p>Level 2</p>

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Knowledge and skills.	
on logical reasons supported by precise and relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs;	The following provide opportunities: TE: U7: L10: 73-76, U11: L5: 406-406 SE: U7: L10: 36-38, U11: L5: 315-316
(B) accurate and honest representation of divergent views (i.e., in the author's own words and not out of context);	Level 2 The following provide opportunities: TE: U7: L10: 73-76 SE: U7: L10: 36-38
(C) an organizing structure appropriate to the purpose, audience, and context;	Level 2 The following provide opportunities: TE: U7: L10: 73-76 SE: U7: L10: 36-38
(D) information on the complete range of relevant perspectives;	Level 2 The following provide opportunities: TE: U7: L10: 73-76, U11: L5: 406-406 SE: U7: L10: 36-38, U11: L5: 315-316
(E) demonstrated consideration of the validity and reliability of all primary and secondary sources used; and	Level 2 The following provide opportunities: TE: U7: L10: 73-76 SE: U7: L10: 36-38
(F) language attentively crafted to move a disinterested or opposed audience, using specific rhetorical devices to back up assertions (e.g., appeals to logic, emotions, ethical beliefs).	Level 2 The following provide opportunities: TE: U7: L10: 73-76 SE: U7: L10: 36-38
(17) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:	
(A) use and understand the function of different types of clauses and phrases (e.g., adjectival, noun, adverbial clauses and phrases); and	Level 1 TE: U1: L3: 25-27, U1: L4: 32, U1: L8: 59-60, U1: L10: 72-75, U2: L2: 96-98, U2: L3: 102-103, U2: L4: 107-108, U2: L5: 120-121, U2: L8: 137-138, U2: L10: 149, U3: L3: 179-181, U3: L4: 184, U3: L7: 208-210, U3: L10: 230-231, U4: L2: 249-251, U4: L3: 257, U4: L4: 261, U4: L7: 285-287, U4: L10: 299, 305, U5: L2: 325-328, U5: L3: 333-334, U5: L4: 341, U5: L5: 347-353, U5: L9: 382-387, U5: L10: 392-393, 395-397, U6: L2: 413-415, U6: L3: 420-421, U6: L4: 428, U6: L9: 472-473, U6: L10: 477, 480-483, U7: L2: 18-19, U7: L3: 27-28, U7: L4: 35, U7: L9: 81-86, U7: L10: 93-97, U8: L2: 114-116, U8: L3: 121-123, U8: L4: 129-130, U8: L9: 171-173, U8: L10: 179, U8: L10: 184-185, U9: L2: 202, U9: L3: 209-210, U9: L4: 216, U9: L9: 259-260, U9: L10: 265, U9: L10: 272-273, U10: L2: 290-292, U10: L3: 299-300, U10: L4: 307-308, U10: L9: 343-349, U10: L10: 357-358, U11: L2: 377-380, U11: L4: 393, U11: L9: 432-433, U11: L10: 439, U11: L10: 445-446, U12: L2: 469-472, U12: L4: 485-487, U12: L9: 543-545, U12: L10: 555-556 SE: U1: L3: 12-13, U1: L8: 29, U1: L10: 36-37, 39, U2: L2: 50, U2: L3: 53-54, U2: L4: 57-58, U2: L5: 64, U2: L10: 79, U3: L2: 89, U3: L3: 94, U3: L4: 97, U3: L7: 109-110, U3: L10: 120-121, U4: L2: 128-129, U4: L3: 133, U4: L7: 148-149, U4: L10:

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English III TEKS	Language! Live Matches
Knowledge and skills.	<p>159, U5: L2: 167-169, U5: L3: 173-174, U5: L4: 179, U5: L9: 204-208, U5: L10: 211, 213-214, U6: L2: 221-222, U6: L3: 226-227, U6: L4: 231, U6: L9: 254-255, U6: L10: 260-262, U7: L2: 8-9, U7: L3: 15, U7: L4: 20, U7: L9: 46-49, U7: L10: 53-56, U8: L2: 64-66, U8: L3: 70-71, U8: L4: 75, U8: L9: 99-101, U8: L10 107, U8: L10 111, U9: L2 120, U9: L3: 125-126, U9: L4: 131, U9: L9: 156-158, U9: L10: 162, U9: L10: 169-170, U10: L2: 178-180, U10: L3: 186, U10: L4: 190, U10: L9: 213-215, U10: L10: 220-221, U11: L2: 230-231, U11: L4: 241, U11: L9: 267, U11: L10: 271, U11: L10: 277-278, U12: L2: 291-293, U12: L4: 300, U12: L9: 331, U12: L10: 338-339</p> <p>Level 2</p> <p>TE: U1: L2: 17-21, U1: L2: 22-25, U1: L4: 31-36, U1: L7: 52-59, U2: L2: 95-104, U2: L7: 134-136, U3: L2: 178-185, U3: L4: 191-200, U3: L7: 232-234, U3: L9: 248-263, U4: L2: 291-290, 295-297, U4: L7: 335-336, U4: L9: 342-348, U4: L10: 351-356, U5: L2: 375-380, U5: L4: 390-397, U6: L2: 458-464, 464-466, U6: L4: 472-479, U7: L2: 19-21, 22-24, U7: L4: 31-37, U8: L2: 98-102, 103-104, U8: L9: 161-176, U9: L2: 203-210, U9: L4: 216-225, U10: L2: 292-297, U10: L4: 302-311, U11: L2: 382-385, U11: L4: 394-403, U11: L9: 433-439, U12: L2: 469-473, U12: L4: 481-490, U12: L9: 518-524</p> <p>SE: U1: L2: 7-8, U1: L2: 9-10, U1: L4: 12-15, U1: L7: 18, 22-25, U2: L2: 42-48, U2: L7: 63-64, U3: L2: 83-88, U3: L4: 90-96, U3: L7: 119-120, U3: L9: 126-139, U4: L2: 154-156, 157-158, U4: L7: 176, U4: L9: 179-183, U4: L10: 184-187, U5: L2: 197-198, U5: L4: 203-208, U6: L2: 235-240, 241-242, U6: L4: 246-250, U7: L2: 10-11, 12-13, U7: L4: 18-21, U8: L2: 51-53, 54, U8: L9: 93-105, U9: L2: 121-123, 124-125, U9: L4: 14, 129-135, U10: L2: 253-255, 256, U10: L4: 260-265, U11: L2: 299-301, U11: L4: 307-314, U11: L9: 330-334, U12: L2: 350-354, U12: L4: 360-367, U12: L9: 381-385</p>
(B) use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).	<p>Level 1</p> <p>TE: U1: L6: 49-50, U3: L5: 195-196, U4: L5: 271-272, U4: L10: 157, U5: L3: 335-339, U5: L5: 354-357, U5: L6: 363, U6: L2: 415-416, U6: L6: 451, U8: L2: 116, U8: L3: 121-123, U8: L6: 151, U9: L7: 247-248, U10: L6: 327, U11: L6: 414, U11: L10: 439, U12: L6: 513</p> <p>SE: U1: U1: L5: 22, L6: 23, U4: L5: 142, U4: L10: 303, U5: L3: 175-177, U5: L5: 182-186, U5: L6: 190, U6: L2: 223, U6: L6: 244, U8: L2: 66, U8: L3: 70-71, U8: L6: 86, U9: L7: 146, U10: L6: 200-201, U11: L6: 255, U11: L10: 271, U12: L6: 313</p> <p>Level 2</p> <p>TE: U1: L2: 22-25, U1: L7: 52-59, U2: L2: 104, U2: L7: 134-136, U3: L2: 178-185, U3: L7: 232-234, U4: L2: 291-290, 295-297, U4: L9: 342-348, U4: L10: 351-356, U5: L2: 381-383, U6: L2: 458-464, 464-466, U7: L2: 19-21, 22-24, U8: L2: 98-102, 103-104, U9: L2: 203-210, U10: L2: 292-297, U11: L2: 386-389, U12: L2: 474-476, U12: L2: 355-357</p> <p>SE: U1: L2: 9-10, U1: L7: 22-25, U2: L2: 48, U2: L7: 63-64, U3: L2: 83-88, U3: L7: 119-120, U4: L2: 154-156, 157-158, U4: L9: 179-183, U4: L10: 184-187, U5: L2: 199-200, U6: L2: 235-240, 241-242, U7: L2: 10-11, 12-13, U8: L2: 51-53, 54, U9: L2: 121-123, 124-125, U10: L2: 253-255, 256, U11: L2: 302-404, U12: L2: 355-357</p>
(18) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and	<p>Merge Level 1</p> <p>TE: U1: L2: 18-20, U2: L2: 96-98, U2: L5: 120-121, U4: L3: 257, U4: L7: 285, U5: L5: 354-357, U5: L6: 358-359, U6: L6: 447-448, U7: L2: 20-21, U7: L6: 53-54, U7: L6: 59, U8: L6: 147-148, U8: L6: 151, U8: L9: 174, U9: L6: 231-232, U10: L2: 293, U10: L6: 322-323, U11: L6: 409-410, U12: L6: 507-508</p>

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English III TEKS	Language! Live Matches
Knowledge and skills.	
punctuation conventions in their compositions. Students are expected to correctly and consistently use conventions of punctuation and capitalization.	<p>SE: U1: L2: 9, U2: L2: 50, U2: L5: 64, U4: L3: 133, U5: L6: 186, U6: L6: 240, U7: L2: 10-11, U7: L6: 28, U7: L6: 32, U8: L6: 83, U8: L6: 86, U8: L9: 102-103, U9: L6: 138, U10: L2: 181, U10: L6: 197, U11: L6: 251, U12: L6: 309</p> <p>Word Training: U4: L13, U4: L14, U4: L15, U4: L16, U5: L17, U5: L18, U5: L19, U5: L20, U6: L21, U6: L22, U6: L23, U6: L24, U7: L25, U7: L26, U7: L27, U7: L28, U8: L29, U8: L30, U8: L31, U8: L32, U9: L33, U9: L34, U9: L35, U9: L36, U10: L37, U10: L38, U10: L39, U10: L40, U11: L41, U11: L42, U11: L43, U12: L44, U12: L45, U12: L46</p> <p>Level 2</p> <p>TE: U2: L2: 104, U6: L4: 472-479, U9: L4: 216-225</p> <p>SE: U2: L2: 48, U6: L4: 246-250, U9: L4: 14, 129-135</p> <p>Level 1</p> <p>TE: U1: L2: 18-20, U2: L2: 96-98, U2: L5: 120-121, U4: L3: 257, U4: L7: 285, U5: L5: 354-357, U5: L6: 358-359, U6: L6: 447-448, U7: L2: 20-21, U7: L6: 53-54, U7: L6: 59, U8: L6: 147-148, U8: L6: 151, U8: L9: 174, U9: L6: 231-232, U10: L2: 293, U10: L6: 322-323, U11: L6: 409-410, U12: L6: 507-508</p> <p>SE: U1: L2: 9, U2: L2: 50, U2: L5: 64, U4: L3: 133, U5: L6: 186, U6: L6: 240, U7: L2: 10-11, U7: L6: 28, U7: L6: 32, U8: L6: 83, U8: L6: 86, U8: L9: 102-103, U9: L6: 138, U10: L2: 181, U10: L6: 197, U11: L6: 251, U12: L6: 309</p> <p>Word Training: U4: L13, U4: L14, U4: L15, U4: L16, U5: L17, U5: L18, U5: L19, U5: L20, U6: L21, U6: L22, U6: L23, U6: L24, U7: L25, U7: L26, U7: L27, U7: L28, U8: L29, U8: L30, U8: L31, U8: L32, U9: L33, U9: L34, U9: L35, U9: L36, U10: L37, U10: L38, U10: L39, U10: L40, U11: L41, U11: L42, U11: L43, U12: L44, U12: L45, U12: L46</p> <p>Level 2</p> <p>TE: U1: L2: 22-25, U2: L2: 104, U2: L7: 134-136, U3: L2: 178-185, U3: L4: 191-200, U6: L2: 458-464, 464-466, U7: L2: 19-21, 22-24, U8: L2: 98-102, 103-104, U9: L4: 216-225, U9: L7: 241-242, U11: L2: 386-389, U12: L4: 481-490</p> <p>SE: U1: L2: 9-10, U2: L2: 48, U2: L7: 63-64, U3: L2: 83-88, U3: L4: 90-96, U6: L2: 235-240, 241-242, U7: L2: 10-11, 12-13, U8: L2: 51-53, 54, U9: L4: 14, 129-135, U9: L7: 201, U11: L2: 302-404, U12: L4: 360-367</p>
(19) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.	<p>Level 1</p> <p>TE: U1: L2: 18-20, U2: L2: 96-98, U2: L5: 120-121, U4: L3: 257, U4: L7: 285, U5: L5: 354-357, U5: L6: 358-359, U6: L6: 447-448, U7: L2: 20-21, U7: L6: 53-54, U7: L6: 59, U8: L6: 147-148, U8: L6: 151, U8: L9: 174, U9: L6: 231-232, U10: L2: 293, U10: L6: 322-323, U11: L6: 409-410, U12: L6: 507-508</p> <p>SE: U1: L2: 9, U2: L2: 50, U2: L5: 64, U4: L3: 133, U5: L6: 186, U6: L6: 240, U7: L2: 10-11, U7: L6: 28, U7: L6: 32, U8: L6: 83, U8: L6: 86, U8: L9: 102-103, U9: L6: 138, U10: L2: 181, U10: L6: 197, U11: L6: 251, U12: L6: 309</p> <p>Word Training: U4: L13, U4: L14, U4: L15, U4: L16, U5: L17, U5: L18, U5: L19, U5: L20, U6: L21, U6: L22, U6: L23, U6: L24, U7: L25, U7: L26, U7: L27, U7: L28, U8: L29, U8: L30, U8: L31, U8: L32, U9: L33, U9: L34, U9: L35, U9: L36, U10: L37, U10: L38, U10: L39, U10: L40, U11: L41, U11: L42, U11: L43, U12: L44, U12: L45, U12: L46</p>
(20) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:	
(A) brainstorm, consult with others,	Level 1

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English III TEKS	Language! Live Matches
Knowledge and skills.	
decide upon a topic, and formulate a major research question to address the major research topic; and	The following provide opportunities: TE: U11: L8: 425-428 SE: U11: L8: 261-264
(B) formulate a plan for engaging in in-depth research on a complex, multi-faceted topic.	Level 1 The following provide opportunities: TE: U11: L8: 425-428 SE: U11: L8: 261-264
(21) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:	
(A) follow the research plan to gather evidence from experts on the topic and texts written for informed audiences in the field, distinguishing between reliable and unreliable sources and avoiding over-reliance on one source;	Level 1 The following provide opportunities: TE: U11: L8: 425-428 SE: U11: L8: 261-264
(B) systematically organize relevant and accurate information to support central ideas, concepts, and themes, outline ideas into conceptual maps/timelines, and separate factual data from complex inferences; and	Level 1 The following provide opportunities: TE: U11: L8: 425-428 SE: U11: L8: 261-264
(C) paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number), differentiating among primary, secondary, and other sources.	Level 1 The following provide opportunities: TE: U11: L8: 425-428 SE: U11: L8: 261-264
(22) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:	
(A) modify the major research question as necessary to refocus the research plan;	Level 1 The following provide opportunities: TE: U11: L8: 425-428 SE: U11: L8: 261-264
(B) differentiate between theories and the evidence that supports them and determine whether the evidence found is weak or strong and how that evidence helps create a cogent argument; and	Level 1 The following provide opportunities: TE: U11: L8: 425-428 SE: U11: L8: 261-264
(C) critique the research process at each step to implement changes as the need occurs and is identified.	Level 1 The following provide opportunities: TE: U11: L8: 425-428 SE: U11: L8: 261-264
(23) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into an extended	

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English III TEKS	Language! Live Matches
Knowledge and skills.	
written or oral presentation that:	
(A) provides an analysis that supports and develops personal opinions, as opposed to simply restating existing information;	Level 1 The following provide opportunities: TE: U11: L8: 425-428 SE: U11: L8: 261-264
(B) uses a variety of formats and rhetorical strategies to argue for the thesis;	Level 1 The following provide opportunities: TE: U11: L8: 425-428 SE: U11: L8: 261-264
(C) develops an argument that incorporates the complexities of and discrepancies in information from multiple sources and perspectives while anticipating and refuting counter-arguments;	Level 1 The following provide opportunities: TE: U11: L8: 425-428 SE: U11: L8: 261-264
(D) uses a style manual (e.g., <i>Modern Language Association</i> , <i>Chicago Manual of Style</i>) to document sources and format written materials; and	
(E) is of sufficient length and complexity to address the topic.	
(24) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:	
(A) listen responsively to a speaker by framing inquiries that reflect an understanding of the content and by identifying the positions taken and the evidence in support of those positions; and	Level 1 TE: U1: L1: 4-5, 11-13, U1: L3: 27-30, U1: L6: 44-48, L9: 64-67, U2: L3: 104-105, U2: L6: 122-127, U3: L1: 158-160, U3: L6: 197-201, U3: L9: 217-221, U4: L1: 236-237, U4: L6: 273-277, U4: L9: 293-296, U5: L1: 317-322, U5: L5: 347-353, U6: L10: 476, U7: L5: 42-47, U8: L1: 107-111, U8: L5: 136-141, U8: L10: 178, U9: L10: 263-264, U9: L10: 267-268, U10: L5: 314-318, U11: L5: 400-404, U12: L5: 495-503, U12: L10: 551-552 SE: U1: L3: 14-15, U2: L6: 65, U3: L1: 83, U3: L6: 104, U4: L6: 143, U5: L5: 175, U7: L5: 24, U8: L5: 79, U9: L10: 164-165, U10: L5: 194, U11: L5: 246, U12: L5: 305 Level 2 The following provide opportunities: TE: U6: L1: 444-445, 451-455, U6: L3: 467-471, U6: L4: 472-479, U6: L5: 483-484, U6: L6: 485-487, 492-501, U6: L7: 504-509, 510, U6: L8: 511-516, U6: L9: 517-529 SE: U6: L1: 229, 230, 231-234, U6: L3: 243-245, U6: L4: 246-250, U6: L5: 229, 243, U6: L6: 252, 255-266, U6: L7: 267-268, U6: L8: 269-272, U6: L9: 253, 273-279
(B) evaluate the clarity and coherence of a speaker's message and critique the impact of a speaker's diction and syntax on an audience.	
(25) Listening and Speaking/Speaking. Students speak	

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English III TEKS	Language! Live Matches
Knowledge and skills.	
<p>clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to give a formal presentation that exhibits a logical structure, smooth transitions, accurate evidence, well-chosen details, and rhetorical devices, and that employs eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.</p>	
<p>(26) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in teams, offering ideas or judgments that are purposeful in moving the team towards goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision-making, and evaluating the work of the group based on agreed-upon criteria.</p>	<p>Level 1 TE: U1: L1: 4-5, 11-13, U1: L3: 27-30, U1: L6: 44-48, L9: 64-67, U2: L3: 104-105, U2: L6: 122-127, U3: L1: 158-160, U3: L6: 197-201, U3: L9: 217-221, U4: L1: 236-237, U4: L6: 273-277, U4: L9: 293-296, U5: L1: 317-322, U5: L5: 347-353, U6: L10: 476, U7: L5: 42-47, U8: L1: 107-111, U8: L5: 136-141, U8: L10: 178, U9: L10: 263-264, U9: L10: 267-268, U10: L5: 314-318, U11: L5: 400-404, U12: L5: 495-503, U12: L10: 551-552 SE: U1: L3: 14-15, U2: L6: 65, U3: L1: 83, U3: L6: 104, U4: L6: 143, U5: L5: 175, U7: L5: 24, U8: L5: 79, U9: L10: 164-165, U10: L5: 194, U11: L5: 246, U12: L5: 305</p> <p>Level 2 TE: U1: L1: 11-15, U1: L5: 39-40, U1: L8: 60-62, U1: L10: 76, U2: L5: 119-120, U2: L10: 155, U3: L3: 186-190, U3: L5: 203-205, U3: L10: 271-272, U4: L5: 314-315, U4: L7: 330-334, U4: L10: 351-357, U5: L1: 360-362, U5: L5: 401-402, U5: L10: 440-441, U6: L5: 483-484, U7: L5: 41, U7: L10: 77, U8: L5: 125-128, U8: L10: 184-185, U9: L5: 229-230, U9: L10: 272-273, U10: L5: 315-316, U10: L10: 361-362, U11: L5: 407, U11: L10: 447, U12: L5: 494-495, U12: L10: 534-535 SE: U1: L1: 3-6, U1: L5: 1, U1: L8: 19, 26, U2: L5: 49, U2: L10: 57, 67, U3: L3: 66, 89, U3: L5: 71, 89, U3: L10: 99, 124, U4: L5: 146, 159, U4: L7: 175, U4: L10: 184-187, U5: L1: 189, U5: L5: 189, 201, U5: L10: 210, 218, U6: L5: 229, 243, U7: L5: 1, 16, U7: L10: 23, 30, U8: L5: 39, 55, U8: L10: 69, 90, U9: L5: 111, 126-128, U9: L10: 137, 204, U10: L5: 243, 257, U10: L7: 268, 276, U11: L5: 289, 305, U11: L10: 317, 327, U12: L5: 339, 358, U12: L10: 369, 378</p>

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English IV TEKS	Language! Live Matches
Knowledge and skills.	
(1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	
(A) determine the meaning of technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes;	<p>Level 1 The following provide opportunities: TE: U5: L3: 331-333 SE: U5: L3: 172</p> <p>Level 2 TE: U1: L6: 42, U4: L1: 276-277, U5: L1: 360-362, U8: L6: 129-130, SE: U5: L1: 189,</p>
(B) analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings;	<p>Level 1 TE: U1: L1: 6-9, U1: L2: 14-15, U1: L3: 21-24, U1: L5: 36-37, U1: L7: 51-52, U1: L10: 68-69, U2: L1: 82-85, U2: L2: 92-94, U2: L5: 111-112, U2: L7: 130-133, U2: L10: 147-148, U3: L1: 161-164, U3: L2: 170-171, U3: L3: 177-179, U3: L5: 187-188, U3: L7: 205-208, U4: L1: 239-242, U4: L2: 247-248, U4: L3: 255-256, U4: L5: 264-265, U4: L7: 281-284, U4: L10: 297-298, U5: L1: 313-316, U5: L2: 323-324, U5: L3: 331-333, U5: L6: 360-362, U5: L10: 389-390, U6: L1: 403-406, U6: L2: 411-412, U6: L6: 449-450, U6: L10: 474-475, U7: L1: 7-10, U7: L2: 16-17, U7: L6: 55-58, U7: L10: 87-88, 90, U8: L1: 100-102, U8: L2: 112 -113, U8: L6: 149-150, U8: L10 176-177, U9: L1 191-194, U9: L2 200-201, U9: L6: 233-236, U10: L1: 279-282, U10: L2: 288-290, U10: L6: 324-326, U10: L10: 351-352, U11: L2: 375-377, U11: L3: 383-386, U11: L6: 411-413, U11: L9: 430-431, U11: L10: 436-437, U12: L2: 466-468, U12: L3: 474-478, U12: L6: 509-512, U12: L9: 542-543, U12: L10: 549-550 SE: U1: L1: 3-5, U1: L2: 6, U1: L3: 11, U1: L5: 19, U1: L7: 25, U1: L10: 34, U2: L1: 42, U2: L2: 47-48, U2: L5: 60, U2: L7: 68-69, U2: L10: 78, U3: L1: 84, U3: L2: 88, U3: L5: 100, U3: L7: 108, U4: L1: 124, U4: L2: 127, U4: L3: 132, U4: L5: 139, U4: L7: 147, U4: L10: 155, 160, U5: L1: 162, U5: L2: 166, U5: L3: 172, U5: L6: 187-189, U5: L10: 210, U6: L1: 216, U6: L2: 219-220, U6: L6: 241-243, U6: L10: 256, U7: L1: 2, U7: L2: 7, U7: L6: 29-31, U7: L10: 50, U8: L1: 58, U8: L2: 62-63, U8: L6: 84-85, U8: L10 106, U9: L1 114, U9: L2 119, U9: L6: 139-140, U10: L1: 172, U10: L2: 176-177, U10: L6: 198-199, U10: L10: 218, U11: L2: 228-229, U11: L3: 236, U11: L6: 252, U11: L9: 266, U11: L10: 270, U12: L2: 289-290, U12: L3: 295-296, U12: L6: 310-312, U12: L9: 330, U12: L10: 337 Word Training: U2: L5, U2: L6, U2: L7, U2: L8, U3: L9, U3: L10, U3: L11, U3: L12, U4: L13, U4: L14, U4: L15, U4: L16, U5: L17, U5: L18, U5: L19, U5: L20, U6: L21, U6: L22, U6: L23, U6: L24, U7: L25, U7: L26, U7: L27, U7: L28, U8: L29, U8: L30, U8: L31, U8: L32, U9: L33, U9: L34, U9: L35, U9: L36, U10: L37, U10: L38, U10: L39, U10: L40, U11: L41, U11: L42, U11: L43, U12: L44, U12: L45, U12: L46</p> <p>Level 2 TE: U1: L1: 7-10, U1: L2: 16-17, U1: L4: 31-36, U1: L5: 37-38, U1: L6: 44-51, U1: L7: 52-53, TE: U1: L9: 63-68, U1: L10: 69-70, U2: L1: 82-85, U2: L2: 93-94, U2: L4: 109-115, U2: L5: 116-117, U2: L6: 124-131, U2: L7: 132-133, U2: L10: 150-151, U3: L1: 160-174, U3: L2: 175-178, U3: L4: 191-200, U3: L5: 201-202, U3: L6: 209-212, 213-230, U3: L7: 231, U3: L9: 248-263, U3: L10: 264-265, U4: L1: 279-282, U4: L2: 289-290, U4: L4: 305-311, U4: L5: 312-313, U4: L6: 319-327, U4: L7: 328-329, U4: L9: 342-348, U4: L10: 349-350, U5: L1: 363-366, U5: L2: 373-374, U5: L4: 390-397, U5: L5: 398-399, U5: L6: 405-408, U5: L7: 413-414, U5: L10: 432-433, U6: L1: 447-450, U6: L2: 456-457, U6: L3: 467-471, U6: L4: 472-479, U6: L5: 480-481, U6: L6: 488-491, U6: L7: 502-503, U6: L10: 530-531, U7: L1: 7-10, U7: L2: 17-18, U7: L4: 31-37, U7: L5: 38-39, U7: L6: 45-48, U7: L7: 52-55, U7: L9: 65-70, U7:</p>

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Knowledge and skills.	
	<p>L10: 71-72, U8: L1: 83-86, U8: L2: 97-98, U8: L4: 110-121, U8: L5: 122-123, U8: L6: 132-135, U8: L7: 149-150, U8: L9: 161-176, U8: L10: 177-178, U9: L1: 191-194, U9: L2: 202-203, U9: L4: 216-225, U9: L5: 226-227, U9: L6: 234-237, U9: L7: 239-240, U9: L9: 252-263, U9: L10: 264-265, U10: L1: 279-282, U10: L2: 290-291, U10: L4: 302-311, U10: L5: 312-313, U10: L6: 320-323, U10: L7: 331-332, U10: L9: 342-350, U10: L10: 351-352, U11: L1: 368-371, U11: L2: 380-381, U11: L4: 394-403, U11: L5: 404-405, U11: L6: 411-414, U11: L7: 421-422, U11: L9: 433-439, U11: L10: 440-441, U12: L1: 455-458, U12: L2: 467-468, U12: L4: 481-490, U12: L5: 491-492, U12: L6: 498-501, U12: L7: 507-508, U12: L9: 518-524, U12: L10: 525-526</p> <p>SE: U1: L1: 2, U1: L4: 12-15, U1: L6: 18-21, U1: L7: 18, U1: L9: 27-29, U2: L1: 36, U2: L4: 50-54, U2: L6: 58-60, U2: L7: 58, U3: L1: 72-81, U3: L2: 72, 82, U3: L4: 90-96, U3: L6: 100, 101-117, U3: L9: 126-139, U4: L1: 146, U4: L2: 146, U4: L4: 161-165, U4: L5: 146, U4: L6: 168, U4: L9: 179-183, U4: L10: 168, U5: L1: 190, U5: L2: 190, U5: L4: 203-208, U5: L6: 211, U6: L1: 230, U6: L3: 243-245, U6: L4: 246-250, U6: L5: 230, U6: L6: 254, U7: L1: 4, U7: L4: 18-21, U7: L6: 24, U7: L7: 24, 28, U7: L9: 32-34, U8: L1: 40, U8: L4: 58-67, U8: L6: 70, U8: L9: 93-105, U9: L1: 112, U9: L4: 14, 129-135, U9: L6: 138, U9: L9: 209-237, U10: L1: 244, U10: L4: 260-265, U10: L6: 269, U10: L9: 278-283, U11: L1: 290, U11: L4: 307-314, U11: L6: 318, U11: L9: 330-334, U12: L1: 340, U12: L4: 360-367, U12: L6: 370, U12: L9: 381-385</p>
(C) use the relationship between words encountered in analogies to determine their meanings (e.g., synonyms/antonyms, connotation/denotation);	<p>Level 1 TE: U9: L6: 233-236, L6: 324-326, U11: L6: 411-413, U11: L10: 443-444, U12: L6: 509-512 SE: U12: L6: 509-512, U10: L6: 199, U11: L6: 253-254, U11: L10: 275-276, U12: L6: 310-312</p>
(D) analyze and explain how the English language has developed and been influenced by other languages; and	<p>Level 1 The following provide opportunities: TE: U5: L6: 364-365, U11: L3: 383-386, U11: L10: 443-444, U12: L3: 474-478 SE: U11: L3: 235-236, U11: L10: 275-276, U12: L3: 295-296</p> <p>Level 2 TE: U3: L9: 248-263, U4: L4: 305-311 SE: U3: L9: 126-139, U4: L4: 161-165</p>
(E) use general and specialized dictionaries, thesauri, histories of language, books of quotations, and other related references (printed or electronic) as needed.	<p>Level 1 TE: U1: L1: 6-9, U1: L2: 14-15, U1: L3: 21-24, U1: L5: 36-37, U1: L7: 51-52, U1: L10: 68-69, U2: L1: 82-85, U2: L2: 92-94, U2: L5: 111-112, U2: L7: 130-133, U2: L10: 147-148, U3: L1: 161-164, U3: L2: 170-171, U3: L3: 177-179, U3: L5: 187-188, U3: L7: 205-208, U4: L1: 239-242, U4: L2: 247-248, U4: L3: 255-256, U4: L5: 264-265, U4: L7: 281-284, U4: L10: 297-298, U5: L1: 313-316, U5: L2: 323-324, U5: L3: 331-333, U5: L6: 360-362, U5: L10: 389-390, U6: L1: 403-406, U6: L2: 411-412, U6: L6: 449-450, U6: L10: 474-475, U7: L1: 7-10, U7: L2: 16-17, U7: L6: 55-58, U7: L10: 87-88, 90, U8: L1: 100-102, U8: L2: 112-113, U8: L6: 149-150, U8: L10: 176-177, U9: L1: 191-194, U9: L2: 200-201, U9: L6: 233-236, U10: L1: 279-282, U10: L2: 288-290, U10: L6: 324-326, U10: L10: 351-352, U11: L2: 375-377, U11: L3: 383-386, U11: L6: 411-413, U11: L9: 430-431, U11: L10: 436-437, U12: L2: 466-468, U12: L3: 474-478, U12: L6: 509-512, U12: L9: 542-543, U12: L10: 549-550 SE: U1: L1: 3-5, U1: L2: 6, U1: L3: 11, U1: L5: 19, U1: L7: 25, U1: L10: 34, U2: L1:</p>

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English IV TEKS	Language! Live Matches
Knowledge and skills.	
	<p>42, U2: L2: 47-48, U2: L5: 60, U2: L7: 68-69, U2: L10: 78, U3: L1: 84, U3: L2: 88, U3: L5: 100, U3: L7: 108, U4: L1: 124, U4: L2: 127, U4: L3: 132, U4: L5: 139, U4: L7: 147, U4: L10: 155, 160, U5: L1: 162, U5: L2: 166, U5: L3: 172, U5: L6: 187-189, U5: L10: 210, U6: L1: 216, U6: L2: 219-220, U6: L6: 241-243, U6: L10: 256, U7: L1: 2, U7: L2: 7, U7: L6: 29-31, U7: L10: 50, U8: L1: 58, U8: L2: 62-63, U8: L6: 84-85, U8: L10 106, U9: L1 114, U9: L2 119, U9: L6: 139-140, U10: L1: 172, U10: L2: 176-177, U10: L6: 198-199, U10: L10: 218, U11: L2: 228-229, U11: L3: 236, U11: L6: 252, U11: L9: 266, U11: L10: 270, U12: L2: 289-290, U12: L3: 295-296, U12: L6: 310-312, U12: L9: 330, U12: L10: 337</p> <p>Word Training: U2: L5, U2: L6, U2: L7, U2: L8, U3: L9, U3: L10, U3: L11, U3: L12, U4: L13, U4: L14, U4: L15, U4: L16, U5: L17, U5: L18, U5: L19, U5: L20, U6: L21, U6: L22, U6: L23, U6: L24, U7: L25, U7: L26, U7: L27, U7: L28, U8: L29, U8: L30, U8: L31, U8: L32, U9: L33, U9: L34, U9: L35, U9: L36, U10: L37, U10: L38, U10: L39, U10: L40, U11: L41, U11: L42, U11: L43, U12: L44, U12: L45, U12: L46</p> <p>Level 2</p> <p>TE: U1: L1: 7-10, U1: L6: 44-51, U1: L7: 52-59, U2: L1: 82-85, U2: L6: 124-127, U2: L6: 58, U3: L1: 160-163, U3: L2: 175-178, U3: L6: 209-212, U4: L1: 279-282, U4: L6: 319-327, U5: L1: 363-366, U5: L6: 405-408, U6: L1: 447-450, U6: L6: 488-491, U7: L1: 7-10, U7: L6: 45-48, U7: L7: 52-55, U8: L6: 132-135, U9: L1: 191-194, U9: L2: 202-203, U9: L6: 234-237, U10: L1: 279-282, U10: L6: 320-323, U11: L6: 411-414, U12: L1: 455-458, U12: L6: 498-501</p> <p>SE: U1: L1: 2, U1: L6: 18-21, U1: L7: 18, U2: L1: 36, U3: L1: 72, U3: L2: 72, 82, U3: L6: 100, U4: L1: 146, U4: L6: 168, U5: L1: 190, U5: L6: 211, U6: L1: 230, U6: L6: 254, U7: L1: 4, U7: L6: 24, U7: L7: 24, 28, U8: L6: 70, U9: L1: 112, U9: L6: 138, U10: L1: 244, U10: L6: 269, U11: L6: 318, U12: L1: 340, U12: L6: 370</p>
(2) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:	
(A) compare and contrast works of literature that express a universal theme;	<p>Level 1</p> <p>The following provide an opportunity:</p> <p>TE: U12: L10: 551</p> <p>SE: U12: L10: 279</p> <p>Level 2</p> <p>The following provide an opportunity:</p> <p>TE: U4: L7: 330-334, U8: L5: 125-128, U8: L7: 151-155, U9: L8: 247-252, U9: L9: 252-263, U11: L7: 423-426, U11: L8: 428-432, U11: L9: 433-439, U12: L3: 477-480</p> <p>SE: U4: L7: 66, 174-175, U8: L5: 39, 55, U8: L7: 88-89, U9: L8: 204-206, U9: L9: 209-237, U11: L7: 325, U11: L8: 327-329, U11: L9: 330-334, U12: L3: 358-359</p>
(B) compare and contrast the similarities and differences in classical plays with their modern day novel, play, or film versions; and	
(C) relate the characters, setting, and theme of a literary work to the historical, social, and economic ideas of its time.	<p>Level 2</p> <p>The following provide opportunities:</p> <p>TE: U3: L7: 235-241, U3: L8: 242-247, U7: L4: 31-37</p> <p>SE: U3: L7: 121-123, U3: L8: 124-125, U7: L4: 18-21</p>
(3) Reading/Comprehension of Literary Text/Poetry. Students	<p>Level 1</p> <p>TE: U7: L5: 51-52, U7: L6: 60-64, U8: L3:121</p>

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Knowledge and skills.	
understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to evaluate the changes in sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods.	SE: U7: L6: 33-34 Level 2 TE: U2: L6: 121-131, U2: L8: 140-144, U2: L9: 145-149, U8: L9: 161-176 SE: U2: L6: 57-60, 62, U2: L8: 59, 66-67, U2: L9: 68-69, U8: L9: 93-105
(4) Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to evaluate how the structure and elements of drama change in the works of British dramatists across literary periods.	Level 2 TE: U3: L6: 206-230, U3: L7: 235-241, U3: L8: 242-247, U3: L9: 248-263, U3: L10: 271-272 SE: U3: L6: 99, 100, 101-117, U3: L7: 121-123, U3: L8: 124-125, U3: L9: 126-139, U3: L10: 99, 124
(5) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:	
(A) analyze how complex plot structures (e.g., subplots) and devices (e.g., foreshadowing, flashbacks, suspense) function and advance the action in a work of fiction;	Level 1 The following provide opportunities: TE: U9: L2: 203-204, U9: L6: 236-240, U12: L7: 516-533, U12: L10: 551-552 SE: U9: L2: 121, U9: L6: 237-239, U12: L7: 316-324 Level 2 U3: L1: 164-174 (P.O.), U3: L8: 242-247(P.O.), U7: L1: 4-6, 11-16, U7: L3: 25-30, U8: L3: 105-109, U8: L9: 161-176, U9: L7: 242-246 U3: L1: 73-81(P.O.), U3: L8: 124-125(P.O.), U7: L1: 1-3, 5-9, U7: L3: 14-17, U8: L3: 55-57, U8: L9: 93-105, U9: L7: 14, 202-203
(B) analyze the moral dilemmas and quandaries presented in works of fiction as revealed by the underlying motivations and behaviors of the characters;	Level 1 The following provide opportunities: TE: U9: L2: 203-204, U9: L6: 236-240, U12: L7: 516-533, U12: L10: 551-552 SE: U9: L2: 121, U9: L6: 237-239, U12: L7: 316-324 Level 2 The following provide opportunities: TE: U2: L1: 86-92 (P.O.), U2: L3: 105-108, U2: L4: 109-115, U2: L5: 117-119, U3: L3: 186-190, U3: L4: 191-200, U7: L3: 25-30, U7: L4: 31-37, U8: L4: 110-121, U9: L7: 242-246, U9: L8: 247-252, U9: L9: 252-263, U11: L4: 394-403, U11: L9: 433-439, U12: L3: 477-480, U12: L5: 493, U12: L10: 527-533 SE: U2: L1: 37-40 (P.O.), U2: L3: 42-49, U2: L4: 50-54, U2: L5: 55-56, U3: L3: 66, 89, U3: L4: 90-96, U7: L3: 14-17, U7: L4: 18-21, U8: L4: 58-67, U9: L7: 14, 202-203, U9: L8: 204-206, U9: L9: 209-237, U11: L4: 307-314, U11: L9: 330-334, U12: L3: 358-359, U12: L5: 368, U12: L10: 386-390
(C) compare and contrast the effects	Level 1

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English IV TEKS	Language! Live Matches
Knowledge and skills.	
of different forms of narration across various genres of fiction; and	<p>The following provide opportunities: TE: U9: L6: 236-240, U9: L10: 263-264</p> <p>Level 2</p> <p>The following provide opportunities: TE: U2: L1: 80-81 (P.O.), U2: L1: 86-92, U4: L4: 305-311, U7: L1: 4-6, 11-16, U8: L4: 110-121, U8: L5: 125-128, U8: L8: 156-160, U8: L9: 161-176, U8: L10: 179-183, U9: L10: 272-273, U11: L4: 394-403, U11: L9: 433-439 SE: U2: L10: 35 (P.O.), U2: L1: 37-40, U4: L4: 161-165, U7: L1: 1-3, 5-9, U8: L4: 58-67, U8: L5: 39, 55, U8: L8: 15, 90-92, U8: L9: 93-105, U8: L10: 35, 106-109, 553, U9: L10: 137, 204, U11: L4: 307-314, U11: L9: 330-334</p>
(D) demonstrate familiarity with works of fiction by British authors from each major literary period.	
(6) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to analyze the effect of ambiguity, contradiction, subtlety, paradox, irony, sarcasm, and overstatement in literary essays, speeches, and other forms of literary nonfiction.	<p>Level 1</p> <p>The following provide opportunities: TE: U7: L6: 60-63, 65, U9: L1 195-199, L5: 223-227, U9: L5: 228-230, U9: L7: 241-246, U9: L10: 263-264, U12: L1: 457-465, U12: L5: 495-503, U12: L7: 516-533 SE: U7: L6: 35, U9: L1 115-118, L5: 134, U9: L5: 135-137, U9: L7: 144-145, U12: L5: 305, U12: L7: 316-324</p> <p>Level 2</p> <p>TE: U3: L7: 235-241 (P.O.), U4: L1: 276-278, 283-288, U4: L3: 298-304, U4: L4: 305-311, U4: L6: 316-318, 323-327, U4: L7: 330-334, U4: L8: 337-341, U4: L9: 342-348, U5: L1: 360-362, 367-372, U5: L3: 384-389, U5: L4: 390-397, U5: L5: 401-402 SE: U3: L7: 121-123 (P.O.), U4: L1: 145, 147-152, U4: L3: 66, 159-160, U4: L4: 161-165, U4: L6: 167, 169-173, U4: L7: 66, 174-175, U4: L7: 177-178, U4: L9: 179-183, U5: L1: 189, 191-196, U5: L3: 201-202, U5: L4: 203-208, U5: L5: 189, 201</p>
(7) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to analyze how the author's patterns of imagery, literary allusions, and conceits reveal theme, set tone, and create meaning in metaphors, passages, and literary works.	<p>Level 1</p> <p>The following provide opportunities: TE: U7: L6: 60-63, U9: L1 191-194, U9: L3: 206-209, U9: L7: 241-246, U9: L10: 262-263, U12: L1: 453-456, U12: L2: 466-468, U12: L3: 474-478, U12: L5: 494, U12: L7: 516-533, U12: L10: 549-550 SE: U7: L6: 33-34, U9: L1 114, U9: L3: 123-124, U9: L5: 222, U9: L7: 144-145, U9: L10: 161, U12: L1: 280, U12: L2: 289-290, U12: L3: 295-296, U12: L7: 316-324</p> <p>Level 2</p> <p>The following provide opportunities: TE: U2: L3: 105-108, U2: L4: 109-115, U3: L4: 191-200, U3: L7: 235-241, U3: L8: 242-247, U3: L9: 248-263, U4: L4: 305-311, U5: L4: 390-397, U7: L4: 31-37, U8: L4: 110-121, U8: L9: 161-176, U10: L4: 302-311, U11: L4: 394-403, U11: L9: 433-439, U12: L4: 481-490, U12: L9: 518-524 SE: U2: L3: 42-49, U2: L4: 50-54, U3: L4: 90-96, U3: L7: 121-123, U3: L8: 124-125, U3: L9: 126-139, U4: L4: 161-165, U5: L4: 203-208, U7: L4: 18-21, U8: L4: 58-67, U8: L9: 93-105, U10: L4: 260-265, U11: L4: 307-314, U11: L9: 330-334, U12: L4: 360-367, U12: L9: 381-385</p>
(8) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make	<p>Level 1</p> <p>The following provide opportunities: TE: U6: L1: 400-402, U6: L3: 422-426, U6: L6: 452-457, U8: L5: 142-144, U8: L6:</p>

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Knowledge and skills.	
inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to analyze the consistency and clarity of the expression of the controlling idea and the ways in which the organizational and rhetorical patterns of text support or confound the author's meaning or purpose.	<p>152-156, U11: L2: 380-381, U11: L6: 415-417, U12: L4: 489-493</p> <p>SE: U6: L6: 245, U8: L5: 82, U8: L6: 87-90, U11: L2: 232-233, U11: L6: 256-257, U12: L4: 302-304</p> <p>Level 2</p> <p>The following provide opportunities:</p> <p>TE: U4: L1: 276-278, 283-288, U4: L3: 298-304, U4: L4: 305-311, U4: L6: 316-318, 323-327, U4: L7: 330-334, U4: L8: 337-341, U4: L9: 342-348, U5: L6: 403-404, 409-412, U5: L7: 415-419, U5: L8: 420-424, U5: L9: 425-431, U5: L10: 440-441, U6: L1: 444-445, 451-455, U6: L3: 467-471, U6: L4: 472-479, U6: L5: 483-484, U6: L6: 485-487, 492-501, U6: L7: 504-509, 510, U6: L8: 511-516, U6: L9: 517-529</p> <p>SE: U4: L1: 145, 147-152, U4: L3: 66, 159-160, U4: L4: 161-165, U4: L6: 167, 169-173, U4: L7: 66, 174-175, U4: L7: 177-178, U4: L9: 179-183, U5: L6: 210, 212-215, U5: L7: 216-217, U5: L8: 66, 218-220, U5: L9: 221-224, U5: L10: 210, 218, U6: L1: 229, 230, 231-234, U6: L3: 243-245, U6: L4: 246-250, U6: L5: 229, 243, U6: L6: 252, 255-266, U6: L7: 267-268, U6: L8: 269-272, U6: L9: 253, 273-279</p>
(9) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:	
(A) summarize a text in a manner that captures the author's viewpoint, its main ideas, and its elements without taking a position or expressing an opinion;	<p>Level 1</p> <p>The following provide opportunities:</p> <p>TE: U1: L8: 61-63, U1: L9: 64-67, U1: L10: 71, 76-77, U2: L5: 112-120, U2: L9: 143-146, U3: L5: 189-195, U3: L8: 212-215, U3: L9: 217-221, U4: L5: 265-270, U4: L8: 289-292, U5: L7: 366-373, U5: L10: 391, U6: L3: 422-426, U6: L4: 431-434, U6: L7: 459-465, U7: L7: 66-72, U11: L10: 438</p> <p>SE: U1: L7: 26-27, U1: L8: 30-31, U1: L9: 33, U1: L10: 35, 40, U2: L5: 61-63, U3: L5: 101-103, U3: L8: 112-115, U3: L9: 115-116, U4: L5: 140-141, U4: L8: 151-152, U5: L7: 191-194, U6: L3: 228-229, U6: L4: 233-234, U6: L7: 246-247, U7: L7: 36-38</p> <p>Level 2</p> <p>The following provide opportunities:</p> <p>TE: U1: L8: 60-62, TE: U1: L9: 63-68, U1: L10: 70-76, U4: L3: 298-304, U4: L7: 330-334, U5: L3: 384-389, U5: L7: 415-419, U5: L8: 420-424, U5: L9: 425-431, U6: L3: 467-471, U7: L6: 42-44, 49-51, U7: L8: 60-64, U7: L9: 65-70, U9: L3: 211-215, U10: L3: 298-301, U10: L9: 342-350</p> <p>SE: U1: L8: 19, 26, U1: L9: 27-29, U1: L10: 31-33, U4: L3: 66, 159-160, U4: L7: 66, 174-175, U5: L3: 201-202, U5: L7: 216-217, U5: L8: 66, 218-220, U5: L9: 221-224, U6: L3: 243-245, U7: L6: 23, 25-27, U7: L8: 30-31, U7: L9: 32-34, U9: L3: 14, 126-128, U10: L3: 257-259, U10: L9: 278-283</p>
(B) explain how authors writing on the same issue reached different conclusions because of differences in assumptions, evidence, reasoning, and viewpoints;	<p>Level 1</p> <p>The following provide opportunities:</p> <p>TE: U6: L2: 417, U6: L6: 452-457, U8: L4: 131-134, U11: L4: 395-398</p> <p>SE: U6: L2: 224, U6: L6: 245, U8: L4: 77-78, U11: L4: 243-245</p> <p>Level 2</p> <p>TE: U1: L6: 48-51, U5: L9: 425-431, U6: L6: 485-487, 492-501, U6: L7: 504-509, 510, U6: L8: 511-516, U6: L9: 517-529, U7: L8: 60-64, U7: L9: 65-70, U9: L1: 188-190, 195-201, U9: L3: 211-215, U9: L4: 216-225, U10: L1: 276-278, 283-289, U10: L3: 298-301, U10: L4: 302-311, U10: L7: 333-335, U10: L9: 342-350</p> <p>SE: U1: L6: 19-21, U5: L9: 221-224, U6: L6: 252, 255-266, U6: L7: 267-268, U6: L8:</p>

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Knowledge and skills.	
	269-272, U6: L9: 253, 273-279, U7: L8: 30-31, U7: L9: 32-34, U9: L1: 111, 113-120, U9: L3: 14, 126-128, U9: L4: 14, 129-135, U10: L1: 243, 245-252, U10: L3: 257-259, U10: L4: 260-265, U10: L7: 274, U10: L9: 278-283
(C) make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns; and	<p>Level 1 The following provide opportunities: TE: U6: L1: 400-402, U6: L3: 422-426, U6: L6: 452-457, U8: L5: 142-144, U8: L6: 152-156, U11: L2: 380-381, U11: L6: 415-417, U12: L4: 489-493 SE: U6: L6: 245, U8: L5: 82, U8: L6: 87-90, U11: L2: 232-233, U11: L6: 256-257, U12: L4: 302-304</p> <p>Level 2 The following provide opportunities: TE: U5: L3: 384-389, U5: L9: 425-431, U6: L6: 485-487, 492-501, U6: L7: 504-509, 510, U6: L8: 511-516, U6: L9: 517-529, U7: L6: 42-44, 49-51, U7: L8: 60-64, U9: L3: 211-215, U9: L4: 216-225, U10: L3: 298-301, U10: L6: 317-319, 324-330, U10: L7: 333-335, U10: L8: 337-341 SE: U5: L3: 201-202, U5: L9: 221-224, U6: L6: 252, 255-266, U6: L7: 267-268, U6: L8: 269-272, U6: L9: 253, 273-279, U7: L6: 23, 25-27, U7: L8: 30-31, U9: L3: 14, 126-128, U9: L4: 14, 129-135, U10: L3: 257-259, U10: L6: 268, 270-273, U10: L7: 274, U10: L8: 276-277</p>
(D) synthesize ideas and make logical connections (e.g., thematic links, author analysis) among multiple texts representing similar or different genres and technical sources and support those findings with textual evidence.	<p>Level 1 The following provide opportunities: TE: U6: L5: 436-441, U6: L6: 452-457, U8: L4: 131-134, U12: L4: 489-493 SE: U6: L6: 245, U8: L4: 77-78, U12: L4: 302-304</p> <p>Level 2 The following provide opportunities: TE: U1: L6: 41-51, U9: L4: 216-225, U9: L8: 247-252, U10: L8: 337-341, U10: L9: 342-350 SE: U1: L6: 17-21, U9: L4: 14, 129-135, U9: L8: 204-206, U10: L8: 276-277, U10: L9: 278-283</p>
(10) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:	
(A) evaluate the merits of an argument, action, or policy by analyzing the relationships (e.g., implication, necessity, sufficiency) among evidence, inferences, assumptions, and claims in text; and	<p>Level 1 The following provide opportunities: TE: U6: L6: 452-457 SE: U6: L6: 245</p> <p>Level 2 The following provide opportunities: TE: U6: L7: 504-509, 510, U6: L9: 517-529, U10: L3: 298-301, U10: L4: 302-311, U10: L9: 342-350 SE: U6: L7: 267-268, U6: L9: 253, 273-279, U10: L3: 257-259, U10: L4: 260-265, U10: L9: 278-283</p>
(B) draw conclusions about the credibility of persuasive text by examining its implicit and stated assumptions about an issue as conveyed by the specific use of	<p>Level 2 The following provide opportunities: TE: U6: L7: 504-509, 510, U6: L9: 517-529 SE: U6: L7: 267-268, U6: L9: 253, 273-279</p>

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Knowledge and skills.	
language.	
(11) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:	
(A) draw conclusions about how the patterns of organization and hierarchic structures support the understandability of text; and	
(B) evaluate the structures of text (e.g., format, headers) for their clarity and organizational coherence and for the effectiveness of their graphic representations.	<p>Level 1 TE: U1: L1: 4-5, U1: L1: 10, U1:L5: 37, U1: L6: 45, U2: L1: 80-81, 86, U2: L6: 122, U3: L1: 158-160, U3: L1: 165, U3: L6: 197, U4: L1: 236-238, 243, U5: L1: 310-312, U5: L1: 317-318, U6: L1: 400-402, 407, U6: L4: 432-433, U7: L1: 6, U8: L1: 100-102, 107-108, U9: L1: 188-190, 195-199, U10: L1: 276-278, U10: L6: 328, 330, U11: L1: 369-371, U11: L2: 380-381, U11: L7: 418-424, U11: L10: 442, U12: L1: 450-452 SE: U1:L1: 2, U1: L1:4-5, U1: L6: 14, U2: L1:41, 43, U3: L1: 83, 85-87, U4: L1: 123, 125-126, U5: L1: 161, 163-165, U6: L1: 215, 217-218, U7: L1: 1, 3-6, U8: L1: 57, 59-61, U9: L1: 113, 115-118, U10: L1: 171, 173-175, U10: L6: 202-203, U11: L1: 223, 225-227, U11: L2: 232-233, U11: L7: 258-260, U11: L10: 274, U12: L1: 279, 281-288 Level 2 TE: U9: L1: 188-190, 195-201 SE: U9: L1: 111, 113-120</p>
(12) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:	
(A) evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts;	<p>At the beginning of each Unit, students watch a video to build background knowledge. Discussion follows which provides opportunities to meet this standard. Level 2 TE: U1: L5: 39-40, U3: L5: 203-205, U6: L10: 530-531, U8: L8: 156-160 SE: U3: L5: 71, 89, U6: L10: 253, 273-279, U8: L8: 15, 90-92</p>
(B) evaluate the interactions of different techniques (e.g., layout, pictures, typeface in print media, images, text, sound in electronic journalism) used in multi-layered media;	<p>At the beginning of each Unit, students watch a video to build background knowledge. Discussion follows which provides opportunities to meet this standard. Level 2 TE: U1: L5: 39-40, U3: L5: 203-205, U6: L10: 530-531 SE: U3: L5: 71, 89, U6: L10: 253, 273-279</p>
(C) evaluate how one issue or event is represented across various media to understand the notions of bias, audience, and purpose; and	<p>At the beginning of each Unit, students watch a video to build background knowledge. Discussion follows which provides opportunities to meet this standard. Level 2 TE: U1: L5: 39-40(P.O.), U8: L8: 156-160 SE: U8: L8: 15, 90-92</p>
(D) evaluate changes in formality and tone across various media for different audiences and purposes.	<p>At the beginning of each Unit, students watch a video to build background knowledge. Discussion follows which provides opportunities to meet this standard.</p>
(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and	

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Knowledge and skills.	
publishing) to compose text. Students are expected to:	
(A) plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;	<p>Level 1 TE: U4: L9: 293-296, U5: L2: 329, U5: L5: 354-357, U5: L8: 374-379, U6: L8: 466-469, U7: L8: 73-77, U8: L8: 164-168, U10: L8: 336-340, U11: L8: 425-428, U12: L8: 534-540, U12: L9: 547-548 SE: U4: L9: 153-154, U5: L5: 182-186, U5: L8: 195-201, U6: L8: 248-251, U7: L8: 39-41, U8: L8: 94-96, U8: L9: 102-103, U10: L8: 206-210, U11: L8: 261-264, U12: L8: 325-328, U12: L9: 334-335</p> <p>Level 2 TE: U1: L10: 70-75, U2: L10: 151-154, U3: L10: 264-270, U4: L10: 351-356, U5: L10: 434-439, U6: L7: 510, U6: L10: 532-538, U7: L10: 73-76, U8: L10: 179-183, U9: L10: 266-271, U10: L7: 336, U10: L10: 353-360, U11: L7: 427, U11: L10: 442-446, U12: L10: 527-533 SE: U1: L10: 30-34, U2: L10: 30, 70, U3: L10: 30, 140-143, U4: L10: 184-187, U5: L10: 30, 225-228, 371, U6: L10: 280-284, U7: L10: 36-38, U8: L10: 35, 106-109, 553, U9: L10: 238-241, 546, 551, U10: L7: 275, U10: L10: 284-287, U11: L7: 326, U11: L10: 335-337, U12: L10: 386-390</p>
(B) structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices to convey meaning;	<p>Level 1 TE: U4: L2: 252-253, U4: L5: 271-272, U4: L9: 293-296, U5: L2: 329, U5: L5: 354-357, U5: L8: 374-379, U6: L2: 415-416, U6: L5: 442-444, U6: L6: 451, U6: L8: 466-469, U7: L8: 73-77, L9: 80-81, U8: L6: 151, U8: L8: 164-168, U8: L9: 174, U9: L9: 261, U10: L8: 336-340, U11: L8: 425-428, U11: L9: 432-435, U12: L8: 534-540, U12: L9: 547-548 SE: U4: L2: 130, U4: L5: 142, U4: L9: 153-154, U5: L5: 182-186, U5: L8: 195-201, U6: L2: 223, U6: L5: 236-238, U6: L6: 244, U6: L8: 248-251, U7: L8: 39-41, L9: 44-45, U8: L6: 86, U8: L8: 94-96, U9: L8: 147-153, U9: L9: 159, U10: L8: 206-210, U11: L8: 261-264, U11: L9: 268-269, U12: L8: 325-328, U12: L9: 334-335</p> <p>Level 2 TE: U1: L10: 70-75, U3: L10: 264-270, U4: L10: 351-356, U5: L10: 434-439, U6: L10: 532-538, U7: L10: 73-76, U8: L10: 179-183, U9: L10: 266-271, U10: L10: 353-360, U11: L10: 442-446, U12: L10: 527-533 SE: U1: L10: 30-34, U3: L10: 30, 140-143, U4: L10: 184-187, U5: L10: 30, 225-228, 371, U6: L10: 280-284, U7: L10: 36-38, U8: L10: 35, 106-109, 553, U9: L10: 238-241, 546, 551, U10: L10: 284-287, U11: L10: 335-337, U12: L10: 386-390</p>
(C) revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases;	<p>Level 1 TE: U4: L2: 252-253, U4: L5: 271-272, U4: L9: 293-296, U5: L2: 329, U5: L5: 354-357, U5: L8: 374-379, U6: L2: 415-416, U6: L5: 442-444, U6: L6: 451, U6: L8: 466-469, U7: L8: 73-77, L9: 80-81, U8: L6: 151, U8: L8: 164-168, U8: L9: 174, U9: L9: 261, U10: L8: 336-340, U11: L8: 425-428, U11: L9: 432-435, U12: L8: 534-540, U12: L9: 547-548 SE: U4: L2: 130, U4: L5: 142, U4: L9: 153-154, U5: L5: 182-186, U5: L8: 195-201, U6: L2: 223, U6: L5: 236-238, U6: L6: 244, U6: L8: 248-251, U7: L8: 39-41, L9: 44-45, U8: L6: 86, U8: L8: 94-96, U8: L9: 102-103, U9: L8: 147-153, U9: L9: 159, U10: L8: 206-210, U11: L8: 261-264, U11: L9: 268-269, U12: L8: 325-328, U12: L9: 334-335</p> <p>Level 2 TE: U1: L2: 22-25, U3: L10: 264-270, U4: L10: 351-356, U5: L10: 434-439, U6: L10: 532-538, U8: L10: 179-183, U9: L10: 266-271, U10: L10: 353-360, U11: L10: 442-</p>

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Knowledge and skills.	
	<p>446, U12: L10: 527-533</p> <p>SE: U1: L2: 9-10, U3: L10: 30, 140-143, U4: L10: 184-187, U5: L10: 30, 225-228, 371, U6: L10: 280-284, U8: L10: 35, 106-109, 553, U9: L10: 238-241, 546, 551, U10: L10: 284-287, U11: L10: 335-337, U12: L10: 386-390</p>
(D) edit drafts for grammar, mechanics, and spelling; and	<p>Level 1</p> <p>TE: U4: L2: 252-253, U4: L5: 271-272, U4: L9: 293-296, U5: L2: 329, U5: L5: 354-357, U5: L8: 374-379, U6: L2: 415-416, U6: L5: 442-444, U6: L6: 451, U6: L8: 466-469, U7: L8: 73-77, L9: 80-81, U8: L6: 151, U8: L8: 164-168, U8: L9: 174, U9: L9: 261, U10: L8: 336-340, U11: L8: 425-428, U11: L9: 432-435, U12: L8: 534-540, U12: L9: 547-548</p> <p>SE: U4: L2: 130, U4: L5: 142, U4: L9: 153-154, U5: L5: 182-186, U5: L8: 195-201, U6: L2: 223, U6: L5: 236-238, U6: L6: 244, U6: L8: 248-251, U7: L8: 39-41, L9: 44-45, U8: L6: 86, U8: L8: 94-96, U8: L9: 102-103, U9: L8: 147-153, U9: L9: 159, U10: L8: 206-210, U11: L8: 261-264, U11: L9: 268-269, U12: L8: 325-328, U12: L9: 334-335</p> <p>Level 2</p> <p>TE: U1: L2: 22-25, U3: L10: 264-270, U4: L10: 351-356, U5: L10: 434-439, U6: L10: 532-538, U7: L10: 73-76, U8: L10: 179-183, U9: L10: 266-271, U10: L10: 353-360, U11: L10: 442-446, U12: L10: 527-533</p> <p>SE: U1: L2: 9-10, U3: L10: 30, 140-143, U4: L10: 184-187, U5: L10: 30, 225-228, 371, U6: L10: 280-284, U7: L10: 36-38, U8: L10: 35, 106-109, 553, U9: L10: 238-241, 546, 551, U10: L10: 284-287, U11: L10: 335-337, U12: L10: 386-390</p>
(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	<p>Level 1</p> <p>TE: U4: L2: 252-253, U4: L5: 271-272, U4: L9: 293-296, U5: L2: 329, U5: L5: 354-357, U5: L8: 374-379, U6: L2: 415-416, U6: L5: 442-444, U6: L6: 451, U6: L8: 466-469, U7: L8: 73-77, L9: 80-81, U8: L6: 151, U8: L8: 164-168, U8: L9: 174, U9: L9: 261, U10: L8: 336-340, U11: L8: 425-428, U11: L9: 432-435, U12: L8: 534-540, U12: L9: 547-548</p> <p>SE: U4: L2: 130, U4: L5: 142, U4: L9: 153-154, U5: L5: 182-186, U5: L8: 195-201, U6: L2: 223, U6: L5: 236-238, U6: L6: 244, U6: L8: 248-251, U7: L8: 39-41, L9: 44-45, U8: L6: 86, U8: L8: 94-96, U8: L9: 102-103, U9: L8: 147-153, U9: L9: 159, U10: L8: 206-210, U11: L8: 261-264, U11: L9: 268-269, U12: L8: 325-328, U12: L9: 334-335</p> <p>Level 2</p> <p>TE: U3: L10: 264-270, U4: L10: 351-356, U6: L10: 532-538, U7: L10: 73-76, U8: L10: 179-183, U9: L10: 266-271, U10: L10: 353-360, U11: L10: 442-446, U12: L10: 527-533</p> <p>SE: U3: L10: 30, 140-143, U4: L10: 184-187, U6: L10: 280-284, U7: L10: 36-38, U8: L10: 35, 106-109, 553, U9: L10: 238-241, 546, 551, U10: L10: 284-287, U11: L10: 335-337, U12: L10: 386-390</p>
(14) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to:	
(A) write an engaging story with a well-developed conflict and resolution, a clear theme, complex and non-stereotypical characters, a range of literary strategies (e.g., dialogue, suspense), devices to	<p>Level 1</p> <p>TE: U9: L8: 249-256, U12: L8: 534-540</p> <p>SE: U9: L8: 147-153, U12: L8: 325-328</p> <p>Level 2</p> <p>TE: U10: L7: 336, U10: L10: 353-360</p> <p>SE: U10: L7: 275, U10: L10: 284-287</p>

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English IV TEKS	Language! Live Matches
Knowledge and skills.	
enhance the plot, and sensory details that define the mood or tone;	
(B) write a poem that reflects an awareness of poetic conventions and traditions within different forms (e.g., sonnets, ballads, free verse); and	Level 2 TE: U2: L10: 151-154, U10: L7: 333-335 SE: U2: L10: 30, 70, U10: L7: 274
(C) write a script with an explicit or implicit theme, using a variety of literary techniques.	
(15) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:	
(A) write an analytical essay of sufficient length that includes:(i) effective introductory and concluding paragraphs and a variety of sentence structures;(ii) rhetorical devices, and transitions between paragraphs;(iii) a clear thesis statement or controlling idea;(iv) a clear organizational schema for conveying ideas;(v) relevant and substantial evidence and well-chosen details;(vi) information on all relevant perspectives and consideration of the validity, reliability, and relevance of primary and secondary sources; and(vii) an analysis of views and information that contradict the thesis statement and the evidence presented for it;	The following provide opportunities: Level 1 TE: U2: L9: 143-146, U3: L9: 217-221, U4: L9: 293-296, U5: L8: 374-379, U7: L8: 73-77, U8: L8: 164-168, U10: L8: 336-340, U11: L8: 425-428, SE: U2: L9: 77, U3: L9: 115-116, U4: L9: 153-154, U5: L8: 195-201, U7: L8: 39-41, U8: L8: 94-96, U10: L8: 206-210, U11: L8: 261-264 Level 2 TE: U3: L10: 264-270, U5: L10: 434-439, U6: L5: 482, U6: L7: 510, U6: L10: 532-538, U7: L10: 73-76, U8: L10: 179-183, U11: L10: 442-446, U12: L5: 493, U12: L10: 527-533 SE: U3: L10: 30, 140-143, U5: L10: 30, 225-228, 371, U6: L5: 251, U6: L10: 280-284, U7: L10: 36-38, U8: L10: 35, 106-109, 553, U11: L10: 335-337, U12: L5: 368, U12: L10: 386-390
(B) write procedural and work-related documents (e.g., résumés, proposals, college applications, operation manuals) that include:(i) a clearly stated purpose combined with a well-supported viewpoint on the topic;(ii) appropriate formatting structures (e.g., headings, graphics, white space);(iii) relevant questions that engage readers and address their potential problems and misunderstandings;(iv) accurate technical information in accessible language; and(v) appropriate organizational structures supported by facts and details (documented if appropriate);	Level 1 TE: U2: L9: 143-146, U3: L9: 217-221, U4: L9: 293-296, U5: L8: 374-379, U7: L8: 73-77, U8: L8: 164-168, U10: L8: 336-340, U11: L8: 425-428 SE: U2: L9: 77, U3: L9: 115-116, U4: L9: 153-154, U5: L8: 195-201, U7: L8: 39-41, U8: L8: 94-96, U10: L8: 206-210, U11: L8: 261-264 Level 2 The following provide opportunities: TE: U3: L10: 264-270, U5: L10: 434-439, U6: L7: 510, U6: L10: 532-538, U7: L10: 73-76, U8: L10: 179-183, U11: L10: 442-446, U12: L5: 493, U12: L10: 527-533 SE: U3: L10: 30, 140-143, U5: L10: 30, 225-228, 371, U6: L10: 280-284, U7: L10: 36-38, U8: L10: 35, 106-109, 553, U11: L10: 335-337, U12: L5: 368, U12: L10: 386-390
(C) write an interpretation of an	Level 2

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English IV TEKS	Language! Live Matches
Knowledge and skills.	
<p>expository or a literary text that:(i) advances a clear thesis statement;(ii) addresses the writing skills for an analytical essay including references to and commentary on quotations from the text;(iii) analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices;(iv) identifies and analyzes ambiguities, nuances, and complexities within the text; and(v) anticipates and responds to readers' questions and contradictory information; and</p>	<p>TE: U1: L5: 38-39(P.O.), U10: L5: 314 SE: U1: L5: 11, 16(P.O.), U10: L5: 266-267</p>
<p>(D) produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that appeals to a specific audience and synthesizes information from multiple points of view.</p>	<p>Level 1 The following provide opportunities: TE: U1: L6: 49-50, U1:L7: 56-57, U1: L9: 64-67, U2: L3: 104-105, U2: L7: 133-135, U2: L9: 143-146, U3: L2: 174-175, U4: L2: 252-253, U4: L5: 271-272, U4: L6: 278-280, U4: L9: 293-296, U5: L2: 329, U5: L5: 354-357, U5: L8: 374-379, U6: L2: 415-416, U6: L5: 442-444, U6: L6: 451, U6: L8: 466-469, U7: L5: 48-50, U7: L8: 73-77, L9: 80-81, U8: L5: 142-144, U8: L8: 164-168, U9: L5: 228-230, U9: L7: 247-248, U9: L8: 249-256, U10: L5: 314-321, U10: L6: 327, U10: L8: 336-340, U11: L8: 425-428, U12: L5: 503-506, U12: L8: 534-540, U12: L9: 547-548 SE: U1:L7: 27, U2: L3: 55, U2: L7: 70-71, U2: L9: 77, U3: L2: 91, U4: L2: 130, U4: L5: 143, U4: L6: 144-145, U4: L9: 153-154, U5: L2: 170, U5: L5: 182-186, U5: L8: 195-201, U6: L2: 223, U6: L5: 236-238, U6: L6: 244, U6: L8: 248-251, U7: L5: 25-26, U7: L8: 39-41, L9: 44-45, U8: L5: 80-81, U8: L8: 94-96, U9: L5: 135-137, U9: L7: 146, U9: L8: 147-153, U10: L5: 194-196, U10: L6: 200-201, U10: L7: 329-335, U10: L8: 206-210, U11: L8: 261-264, U12: L5: 306-308, U12: L8: 325-328, U12: L9: 334-335 Level 2 The following provide opportunities: TE: U1: L5: 38-39, U1: L10: 70-75, U2: L5: 117-119, U2: L8: 140-144, U3: L5: 202-205, U3: L8: 242-247, U3: L10: 264-270, U4: L5: 313-314, U4: L8: 337-341, U4: L10: 351-356, U5: L3: 384-389, U5: L5: 400, U5: L8: 420-424, U5: L10: 434-439, U6: L8: 511-516, U7: L3: 25-30, U7: L5: 40, U7: L7: 56-59, U8: L3: 105-109, U8: L5: 124, U8: L7: 151-155, U8: L8: 156-160, U8: L10: 179-183, U9: L3: 211-215, U9: L5: 228, U9: L7: 242-246, U9: L8: 247-252, U10: L5: 314, U10: L7: 333-335, U10: L8: 337-341, U11: L5: 406-406, U11: L7: 423-426, U11: L8: 428-432, U11: L10: 442-446, U12: L3: 477-480, U12: L5: 493, U12: L7: 509-512, U12: L8: 513-517, U12: L10: 527-533 SE: U1: L5: 11, 16 , U1: L10: 30-34, U2: L5: 55-56, U2: L8: 59, 66-67, U3: L5: 97-98, U3: L8: 124-125, U3: L10: 30, 140-143, U4: L5: 166, U4: L7: 177-178, U4: L10: 184-187, U5: L3: 201-202, U5: L5: 209, U5: L8: 66, 218-220, U5: L10: 30, 225-228, 371, U6: L5: 251, U6: L8: 269-272, U7: L3: 14-17, U7: L5: 22, U7: L7: 14, 29, U8: L3: 55-57, U8: L5: 68, U8: L7: 88-89, U8: L8: 15, 90-92, U8: L10: 35, 106-109, 553, U9: L3: 14, 126-128, U9: L5: 136, U9: L7: 14, 202-203, U9: L8: 204-206, U10: L5: 266-267, U10: L7: 274, U10: L8: 276-277, U11: L5: 315-316, U11: L7: 325, U11: L8: 327-329, U11: L10: 335-337, U12: L3: 358-359, U12: L5: 368, U12: L7: 376-377, U12: L8: 378-380, U12: L10: 386-390</p>

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English IV TEKS	Language! Live Matches
Knowledge and skills.	
(16) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:	
(A) a clear thesis or position based on logical reasons with various forms of support (e.g., hard evidence, reason, common sense, cultural assumptions);	Level 2 The following provide opportunities: TE: U7: L10: 73-76, U10: L5: 314, U11: L5: 406-406 SE: U7: L10: 36-38, U10: L5: 266-267, U11: L5: 315-316
(B) accurate and honest representation of divergent views (i.e., in the author's own words and not out of context);	Level 2 The following provide opportunities: TE: U7: L10: 73-76, U10: L5: 314, U11: L5: 406-406 SE: U7: L10: 36-38, U10: L5: 266-267, U11: L5: 315-316
(C) an organizing structure appropriate to the purpose, audience, and context;	Level 2 The following provide opportunities: TE: U7: L10: 73-76, U10: L5: 314, U11: L5: 406-406 SE: U7: L10: 36-38, U10: L5: 266-267, U11: L5: 315-316
(D) information on the complete range of relevant perspectives;	Level 2 The following provide opportunities: TE: U7: L10: 73-76, U10: L5: 314, U11: L5: 406-406 SE: U7: L10: 36-38, U10: L5: 266-267, U11: L5: 315-316
(E) demonstrated consideration of the validity and reliability of all primary and secondary sources used;	Level 2 The following provide opportunities: TE: U7: L10: 73-76, U10: L5: 314, U11: L5: 406-406 SE: U7: L10: 36-38, U10: L5: 266-267, U11: L5: 315-316
(F) language attentively crafted to move a disinterested or opposed audience, using specific rhetorical devices to back up assertions (e.g., appeals to logic, emotions, ethical beliefs); and	Level 2 The following provide opportunities: TE: U7: L10: 73-76, U10: L5: 314, U11: L5: 406-406 SE: U7: L10: 36-38, U10: L5: 266-267, U11: L5: 315-316
(G) an awareness and anticipation of audience response that is reflected in different levels of formality, style, and tone.	Level 2 The following provide opportunities: TE: U7: L10: 73-76, U10: L5: 314, U11: L5: 406-406 SE: U7: L10: 36-38, U10: L5: 266-267, U11: L5: 315-316
(17) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:	
(A) use and understand the function of different types of clauses and phrases (e.g., adjectival, noun, adverbial clauses and phrases); and	Level 1 TE: U1: L3: 25-27, U1: L4: 32, U1: L8: 59-60, U1: L10: 72-75, U2: L2: 96-98, U2: L3: 102-103, U2: L4: 107-108, U2: L5: 120-121, U2: L8: 137-138, U2: L10: 149, U3: L3: 179-181, U3: L4: 184, U3: L7: 208-210, U3: L10: 230-231, U4: L2: 249-251, U4: L3: 257, U4: L4: 261, U4: L7: 285-287, U4: L10: 299, 305, U5: L2: 325-328, U5: L3: 333-334, U5: L4: 341, U5: L5: 347-353, U5: L9: 382-387, U5: L10: 392-393, 395-397, U6: L2: 413-415, U6: L3: 420-421, U6: L4: 428, U6: L9: 472-473, U6: L10: 477, 480-483, U7: L2: 18-19, U7: L3: 27-28, U7: L4: 35, U7: L9: 81-86, U7: L10: 93-97, U8: L2: 114-116, U8: L3: 121-123, U8: L4: 129-130, U8: L9: 171-173, U8: L10: 179, U8: L10: 184-185, U9: L2: 202, U9: L3: 209-210, U9: L4: 216, U9: L9: 259-260, U9:

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Knowledge and skills.	
	<p>L10: 265, U9: L10: 272-273, U10: L2: 290-292, U10: L3: 299-300, U10: L4: 307-308, U10: L9: 343-349, U10: L10: 357-358, U11: L2: 377-380, U11: L4: 393, U11: L9: 432-433, U11: L10: 439, U11: L10: 445-446, U12: L2: 469-472, U12: L4: 485-487, U12: L9: 543-545, U12: L10: 555-556</p> <p>SE: U1: L3: 12-13, U1: L8: 29, U1: L10: 36-37, 39, U2: L2: 50, U2: L3: 53-54, U2: L4: 57-58, U2: L5: 64, U2: L10: 79, U3: L2: 89, U3: L3: 94, U3: L4: 97, U3: L7: 109-110, U3: L10: 120-121, U4: L2: 128-129, U4: L3: 133, U4: L7: 148-149, U4: L10: 159, U5: L2: 167-169, U5: L3: 173-174, U5: L4: 179, U5: L9: 204-208, U5: L10: 211, 213-214, U6: L2: 221-222, U6: L3: 226-227, U6: L4: 231, U6: L9: 254-255, U6: L10: 260-262, U7: L2: 8-9, U7: L3: 15, U7: L4: 20, U7: L9: 46-49, U7: L10: 53-56, U8: L2: 64-66, U8: L3: 70-71, U8: L4: 75, U8: L9: 99-101, U8: L10 107, U8: L10 111, U9: L2 120, U9: L3: 125-126, U9: L4: 131, U9: L9: 156-158, U9: L10: 162, U9: L10: 169-170, U10: L2: 178-180, U10: L3: 186, U10: L4: 190, U10: L9: 213-215, U10: L10: 220-221, U11: L2: 230-231, U11: L4: 241, U11: L9: 267, U11: L10: 271, U11: L10: 277-278, U12: L2: 291-293, U12: L4: 300, U12: L9: 331, U12: L10: 338-339</p> <p>Level 2</p> <p>TE: U1: L2: 17-21, U1: L2: 22-25, U1: L4: 31-36, U1: L7: 52-59, U2: L2: 95-104, U2: L7: 134-136, U3: L2: 178-185, U3: L4: 191-200, U3: L7: 232-234, U3: L9: 248-263, U4: L2: 291-290, 295-297, U4: L7: 335-336, U4: L9: 342-348, U4: L10: 351-356, U5: L2: 375-380, U5: L4: 390-397, U6: L2: 458-464, 464-466, U6: L4: 472-479, U7: L2: 19-21, 22-24, U7: L4: 31-37, U8: L2: 98-102, 103-104, U8: L9: 161-176, U9: L2: 203-210, U9: L4: 216-225, U10: L2: 292-297, U10: L4: 302-311, U11: L2: 382-385, U11: L4: 394-403, U11: L9: 433-439, U12: L2: 469-473, U12: L4: 481-490, U12: L9: 518-524</p> <p>SE: U1: L2: 7-8, U1: L2: 9-10, U1: L4: 12-15, U1: L7: 18, 22-25, U2: L2: 42-48, U2: L7: 63-64, U3: L2: 83-88, U3: L4: 90-96, U3: L7: 119-120, U3: L9: 126-139, U4: L2: 154-156, 157-158, U4: L7: 176, U4: L9: 179-183, U4: L10: 184-187, U5: L2: 197-198, U5: L4: 203-208, U6: L2: 235-240, 241-242, U6: L4: 246-250, U7: L2: 10-11, 12-13, U7: L4: 18-21, U8: L2: 51-53, 54, U8: L9: 93-105, U9: L2: 121-123, 124-125, U9: L4: 14, 129-135, U10: L2: 253-255, 256, U10: L4: 260-265, U11: L2: 299-301, U11: L4: 307-314, U11: L9: 330-334, U12: L2: 350-354, U12: L4: 360-367, U12: L9: 381-385</p>
(B) use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).	<p>Level 1</p> <p>TE: U1: L6: 49-50, U3: L5: 195-196, U4: L5: 271-272, U4: L10: 157, U5: L3: 335-339, U5: L5: 354-357, U5: L6: 363, U6: L2: 415-416, U6: L6: 451, U8: L2: 116, U8: L3: 121-123, U8: L6: 151, U9: L7: 247-248, U10: L6: 327, U11: L6: 414, U11: L10: 439, U12: L6: 513</p> <p>SE: U1: U1: L5: 22, L6: 23, U4: L5: 142, U4: L10: 303, U5: L3: 175-177, U5: L5: 182-186, U5: L6: 190, U6: L2: 223, U6: L6: 244, U8: L2: 66, U8: L3: 70-71, U8: L6: 86, U9: L7: 146, U10: L6: 200-201, U11: L6: 255, U11: L10: 271, U12: L6: 313</p> <p>Level 2</p> <p>TE: U1: L2: 22-25, U1: L7: 52-59, U2: L2: 104, U2: L7: 134-136, U3: L2: 178-185, U3: L7: 232-234, U4: L2: 291-290, 295-297, U4: L9: 342-348, U4: L10: 351-356, U5: L2: 381-383, U6: L2: 458-464, 464-466, U7: L2: 19-21, 22-24, U8: L2: 98-102, 103-104, U9: L2: 203-210, U10: L2: 292-297, U11: L2: 386-389, U12: L2: 474-476, U12: L2: 355-357</p> <p>SE: U1: L2: 9-10, U1: L7: 22-25, U2: L2: 48, U2: L7: 63-64, U3: L2: 83-88, U3: L7: 119-120, U4: L2: 154-156, 157-158, U4: L9: 179-183, U4: L10: 184-187, U5: L2:</p>

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English IV TEKS	Language! Live Matches
Knowledge and skills.	
	199-200, U6: L2: 235-240, 241-242, U7: L2: 10-11, 12-13, U8: L2: 51-53, 54, U9: L2: 121-123, 124-125, U10: L2: 253-255, 256, U11: L2: 302-404, U12: L2: 355-357
(18) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to correctly and consistently use conventions of punctuation and capitalization.	<p>Level 1</p> <p>TE: U1: L2: 18-20, U2: L2: 96-98, U2: L5: 120-121, U4: L3: 257, U4: L7: 285, U5: L5: 354-357, U5: L6: 358-359, U6: L6: 447-448, U7: L2: 20-21, U7: L6: 53-54, U7: L6: 59, U8: L6: 147-148, U8: L6: 151, U8: L9: 174, U9: L6: 231-232, U10: L2: 293, U10: L6: 322-323, U11: L6: 409-410, U12: L6: 507-508</p> <p>SE: U1: L2: 9, U2: L2: 50, U2: L5: 64, U4: L3: 133, U5: L6: 186, U6: L6: 240, U7: L2: 10-11, U7: L6: 28, U7: L6: 32, U8: L6: 83, U8: L6: 86, U8: L9: 102-103, U9: L6: 138, U10: L2: 181, U10: L6: 197, U11: L6: 251, U12: L6: 309</p> <p>Word Training: U4: L13, U4: L14, U4: L15, U4: L16, U5: L17, U5: L18, U5: L19, U5: L20, U6: L21, U6: L22, U6: L23, U6: L24, U7: L25, U7: L26, U7: L27, U7: L28, U8: L29, U8: L30, U8: L31, U8: L32, U9: L33, U9: L34, U9: L35, U9: L36, U10: L37, U10: L38, U10: L39, U10: L40, U11: L41, U11: L42, U11: L43, U12: L44, U12: L45, U12: L46</p> <p>Level 2</p> <p>TE: U1: L2: 22-25, U2: L2: 104, U6: L4: 246-250, U6: L4: 472-479, U2: L7: 134-136, U3: L2: 178-185, U3: L4: 191-200, U6: L2: 458-464, 464-466, U7: L2: 19-21, 22-24, U8: L2: 98-102, 103-104, U9: L4: 14, 129-135, U9: L4: 216-225, U9: L7: 241-242, U11: L2: 386-389, U12: L4: 481-490</p> <p>SE: U1: L2: 9-10, U2: L2: 48, U2: L7: 63-64, U3: L2: 83-88, U3: L4: 90-96, U6: L2: 235-240, 241-242, U7: L2: 10-11, 12-13, U8: L2: 51-53, 54, U9: L4: 14, 129-135, U9: L7: 201, U11: L2: 302-404, U12: L4: 360-367</p>
(19) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.	<p>Level 1</p> <p>TE: U1: L2: 18-20, U2: L2: 96-98, U2: L5: 120-121, U4: L3: 257, U4: L7: 285, U5: L5: 354-357, U5: L6: 358-359, U6: L6: 447-448, U7: L2: 20-21, U7: L6: 53-54, U7: L6: 59, U8: L6: 147-148, U8: L6: 151, U8: L9: 174, U9: L6: 231-232, U10: L2: 293, U10: L6: 322-323, U11: L6: 409-410, U12: L6: 507-508</p> <p>SE: U1: L2: 9, U2: L2: 50, U2: L5: 64, U4: L3: 133, U5: L6: 186, U6: L6: 240, U7: L2: 10-11, U7: L6: 28, U7: L6: 32, U8: L6: 83, U8: L6: 86, U8: L9: 102-103, U9: L6: 138, U10: L2: 181, U10: L6: 197, U11: L6: 251, U12: L6: 309</p> <p>Word Training: U4: L13, U4: L14, U4: L15, U4: L16, U5: L17, U5: L18, U5: L19, U5: L20, U6: L21, U6: L22, U6: L23, U6: L24, U7: L25, U7: L26, U7: L27, U7: L28, U8: L29, U8: L30, U8: L31, U8: L32, U9: L33, U9: L34, U9: L35, U9: L36, U10: L37, U10: L38, U10: L39, U10: L40, U11: L41, U11: L42, U11: L43, U12: L44, U12: L45, U12: L46</p>
(20) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:	
(A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and	<p>Level 1</p> <p>The following provide opportunities:</p> <p>TE: U11: L8: 425-428</p> <p>SE: U11: L8: 261-264</p>
(B) formulate a plan for engaging in in-depth research on a complex, multi-faceted topic.	<p>Level 1</p> <p>The following provide opportunities:</p> <p>TE: U11: L8: 425-428</p> <p>SE: U11: L8: 261-264</p>
(21) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a	

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English IV TEKS	Language! Live Matches
Knowledge and skills.	
research question and systematically record the information they gather. Students are expected to:	
(A) follow the research plan to gather evidence from experts on the topic and texts written for informed audiences in the field, distinguishing between reliable and unreliable sources and avoiding over-reliance on one source;	Level 1 The following provide opportunities: TE: U11: L8: 425-428 SE: U11: L8: 261-264
(B) systematically organize relevant and accurate information to support central ideas, concepts, and themes, outline ideas into conceptual maps/timelines, and separate factual data from complex inferences; and	Level 1 The following provide opportunities: TE: U11: L8: 425-428 SE: U11: L8: 261-264
(C) paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number), differentiating among primary, secondary, and other sources.	Level 1 Level 1 The following provide opportunities: TE: U7: L2: 20-21, U9: L5: 228-229, U11: L8: 425-428 SE: U7: L2: 10-11, U9: L5: 135-136, U11: L8: 261-264
(22) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:	
(A) modify the major research question as necessary to refocus the research plan;	Level 1 The following provide opportunities: TE: U11: L8: 425-428 SE: U11: L8: 261-264
(B) differentiate between theories and the evidence that supports them and determine whether the evidence found is weak or strong and how that evidence helps create a cogent argument; and	Level 1 The following provide opportunities: TE: U11: L8: 425-428 SE: U11: L8: 261-264
(C) critique the research process at each step to implement changes as the need occurs and is identified.	Level 1 The following provide opportunities: TE: U11: L8: 425-428 SE: U11: L8: 261-264
(23) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into an extended written or oral presentation that:	
(A) provides an analysis that supports and develops personal opinions, as opposed to simply restating existing information;	Level 1 The following provide opportunities: TE: U11: L8: 425-428 SE: U11: L8: 261-264
(B) uses a variety of formats and rhetorical strategies to argue for the thesis;	Level 1 The following provide opportunities: TE: U11: L8: 425-428

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English IV TEKS	Language! Live Matches
Knowledge and skills.	
	SE: U11: L8: 261-264
(C) develops an argument that incorporates the complexities of and discrepancies in information from multiple sources and perspectives while anticipating and refuting counter-arguments;	
(D) uses a style manual (e.g., <i>Modern Language Association</i> , <i>Chicago Manual of Style</i>) to document sources and format written materials; and	
(E) is of sufficient length and complexity to address the topic.	
(24) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:	
(A) listen responsively to a speaker by framing inquiries that reflect an understanding of the content and by identifying the positions taken and the evidence in support of those positions; and	<p>Level 1</p> <p>TE: U1: L1: 4-5, 11-13, U1: L3: 27-30, U1: L6: 44-48, L9: 64-67, U2: L3: 104-105, U2: L6: 122-127, U3: L1: 158-160, U3: L6: 197-201, U3: L9: 217-221, U4: L1: 236-237, U4: L6: 273-277, U4: L9: 293-296, U5: L1: 317-322, U5: L5: 347-353, U6: L10: 476, U7: L5: 42-47, U8: L1: 107-111, U8: L5: 136-141, U8: L10 178, U9: L10: 263-264, U9: L10: 267-268, U10: L5: 314-318, U11: L5: 400-404, U12: L5: 495-503, U12: L10: 551-552</p> <p>SE: U1: L3: 14-15, U2: L6: 65, U3: L1: 83, U3: L6: 104, U4: L6: 143, U5: L5: 175, U7: L5: 24, U8: L5: 79, U9: L10: 164-165, U10: L5: 194, U11: L5: 246, U12: L5: 305</p> <p>Level 2</p> <p>The following provide opportunities:</p> <p>TE: U6: L1: 444-445, 451-455, U6: L3: 467-471, U6: L4: 472-479, U6: L5: 483-484, U6: L6: 485-487, 492-501, U6: L7: 504-509, 510, U6: L8: 511-516, U6: L9: 517-529</p> <p>SE: U6: L1: 229, 230, 231-234, U6: L3: 243-245, U6: L4: 246-250, U6: L5: 229, 243, U6: L6: 252, 255-266, U6: L7: 267-268, U6: L8: 269-272, U6: L9: 253, 273-279</p>
(B) assess the persuasiveness of a presentation based on content, diction, rhetorical strategies, and delivery.	
(25) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to formulate sound arguments by using elements of classical speeches (e.g., introduction, first and second transitions, body, and conclusion), the art of persuasion, rhetorical devices, eye contact, speaking rate	

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English IV TEKS	Language! Live Matches
Knowledge and skills.	
(e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.	
<p>(26) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in teams, offering ideas or judgments that are purposeful in moving the team towards goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision-making, and evaluating the work of the group based on agreed-upon criteria.</p>	<p>Level 1 TE: U1: L1: 4-5, 11-13, U1: L3: 27-30, U1: L6: 44-48, L9: 64-67, U2: L3: 104-105, U2: L6: 122-127, U3: L1: 158-160, U3: L6: 197-201, U3: L9: 217-221, U4: L1: 236-237, U4: L6: 273-277, U4: L9: 293-296, U5: L1: 317-322, U5: L5: 347-353, U6: L10: 476, U7: L5: 42-47, U8: L1: 107-111, U8: L5: 136-141, U8: L10 178, U9: L10: 263-264, U9: L10: 267-268, U10: L5: 314-318, U11: L5: 400-404, U12: L5: 495-503, U12: L10: 551-552 SE: U1: L3: 14-15, U2: L6: 65, U3: L1: 83, U3: L6: 104, U4: L6: 143, U5: L5: 175, U7: L5: 24, U8: L5: 79, U9: L10: 164-165, U10: L5: 194, U11: L5: 246, U12: L5: 305</p> <p>Level 2 TE: U1: L1: 11-15, U1: L5: 39-40, U1: L8: 60-62, U1: L10: 76, U2: L5: 119-120, U2: L10: 155, U3: L3: 186-190, U3: L5: 203-205, U3: L10: 271-272, U4: L5: 314-315, U4: L7: 330-334, U4: L10: 351-357, U5: L1: 360-362, U5: L5: 401-402, U5: L10: 440-441, U6: L5: 483-484, U7: L5: 41, U7: L10: 77, U8: L5: 125-128, U8: L10: 184-185, U9: L5: 229-230, U9: L10: 272-273, U10: L5: 315-316, U10: L10: 361-362, U11: L5: 407, U11: L10: 447, U12: L5: 494-495, U12: L10: 534-535 SE: U1: L1: 3-6, U1: L5: 1, U1: L8: 19, 26, U2: L5: 49, U2: L10: 57, 67, U3: L3: 66, 89, U3: L5: 71, 89, U3: L10: 99, 124, U4: L5: 146, 159, U4: L7: 175, U4: L10: 184-187, U5: L1: 189, U5: L5: 189, 201, U5: L10: 210, 218, U6: L5: 229, 243, U7: L5: 1, 16, U7: L10: 23, 30, U8: L5: 39, 55, U8: L10: 69, 90, U9: L5: 111, 126-128, U9: L10: 137, 204, U10: L5: 243, 257, U10: L7: 268, 276, U11: L5: 289, 305, U11: L10: 317, 327, U12: L5: 339, 358, U12: L10: 369, 378</p>