

Tennessee Standards for English Language Learners (ELL)

Publisher: Heinle, Cengage Learning

Title: Milestones Introductory

Standard Number	Standard	Citations
Listening Accomplishments Grades 3-12		
L.1	Comprehend spoken instructions	
L.1.1	Follow one-step directions.	Student Edition (SE): 22, 34, 47, 104, 123, 153, 205 Teacher’s Edition (TE): 22, 34, 47, 104, 123, 153, 205
L.1.2	Follow two-step directions.	SE: 175, 177, 205, 227, 229, 259, 279 TE: 175, 177, 205, 227, 229, 259, 279
L.1.3	Follow multiple-step directions.	SE: 142-143, 194-195, 246-247, 298-299, 354-355, 401-411, 464-465 TE: 142-143, 194-195, 246-247, 298-299, 354-355, 401-411, 464-465
L.2	Determine main idea/purpose.	
L.2.1	Identify main idea/theme/plot/purpose/character of a passage.	SE: 216, 236, 238, 239, 240, 288, 342 TE: 234, 236, 237, 240, 288, 340, 342
L.3	Identify important supporting details.	
L.3.1	Identify important supporting ideas, themes, and conflicts (related to plot, character, setting, and topic).	TE: 165, 221
L.4	Determine speaker’s attitude/perspective.	
L.4.1	Distinguish between fact and opinion.	SE: 430, 432, 433, 434, 435 TE: 432, 433, 434, 435
L.4.2	Identify author’s opinion, perspective, point of view, purpose, motivation, stance, or position.	SE: 115, 237, 297, 398, 399, 400, 401 TE: 118, 233, 242, 398, 430, 432, 433
L.5	Understand key vocabulary/phrases.	
L.5.1	Understand a few words or phrases with basic English grammatical forms.	SE: 106, 126, 156, 178, 208, 230, 260 TE: 282, 312, 336, 368, 392, 424, 446

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L.5.2	Understand figurative language and idiomatic expressions	SE: 237, 349 TE: 326, 327, 349, 354, 360
L.5.3	Identify meaning of key word or phrase in passage that provides context.	SE: 113, 183, 184, 185, 186, 235, 287 TE: 47, 117, 183, 184, 192, 200, 215
L.6	Draw inferences, predictions, conclusions.	
L.6.1	Draw inferences, conclusions, predictions, generalizations (related to plot, character, setting, topic).	SE: 116, 167, 185, 220, 237, 271, 321 TE: 116, 130, 133, 185, 200, 235, 238
Reading Accomplishments Grades 3-12		
R.1	Demonstrate pre-/early reading skills.	
R.1.1	Identify high-frequency regular words, high-frequency irregular words, such as <i>said, was, where</i> and <i>is</i> ; compound words, and contractions.	SE: 162, 208, 231, 424 TE: 19, 45, 71, 103, 208, 332, 455 Milestones Tracker (MT): Unit 3 Chapter 1 Test Items 46, 47, 48, 49, 50; Mid Year Exam Item 39; Final Exam Item 16
R.1.2	Identify relationship between words in word families.	SE: 146, 198 TE: 25, 50, 62, 77, 314, 338, 427 Teacher’s Resource CD (CD): Word Web
R.1.3	Comprehend simple phrases, sentences, paragraphs, and passages.	SE: Throughout Text
R.1.4	Use contextual clues to identify meaning of language (relationships between words, syntax, morphology, context, cognates).	SE: 113, 183, 184, 185, 186, 235, 287 TE: 47, 117, 183, 184, 192, 200, 215 CD: Word Web Assessment Book (AB): 57, 71 MT: Unit 2 Chapter 2 Quiz Items 41, 42, 48; Unit 2 Test Item

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R.2	Comprehend key vocabulary phrases.	
R.2.1	Use one or more of the following strategies to determine meaning of key vocabulary: contextual clues and illustrations, background or prior knowledge, morphology, syntax, phonics, knowledge of word relationships; knowledge of synonyms, antonyms, homophones, homographs, cognates, and false cognates.	SE: 113, 117, 130, 162, 183, 184, 185 TE: 47, 117, 183, 184, 192, 200, 215 CD: Word Web AB: 46, 55, 57, 71, 74, 82 MT: Unit 2 Chapter 2 Quiz Items 41, 42, 48; Unit 2 Test Item 16
R.2.2	Identify meaning of key word or phrase in a passage that provides context.	SE: 113, 183, 184, 185, 186, 235, 287 TE: 47, 117, 183, 184, 192, 200, 215 CD: Word Web AB: 57, 71 MT: Unit 2 Chapter 2 Quiz Items 41, 42, 48; Unit 2 Test Item 16
R.2.3	Know that words can have multiple meanings, both denotative and connotative.	SE: 123, 131, 160, 183, 215, 336, 428 TE: 177, 204, 215, 226, 279, 288, 428 Unit 7 Chapter 1 Quiz Items 25, 29, 45, 46; Unit 7 Test Item 24
R.3	Comprehend written instructions.	
R.3.1	Follow one-step directions.	SE: (Progress Check) 17, 29, 43, 55, 69, 83 TE: (Progress Check) 17, 29, 43, 55, 69, 83 CD: Chronological Order, Narrative Brainstorming, Narrative Draft, Persuasive –Writing and Debate, Story Map
R.3.2	Follow two-step directions.	SE: (Assessment Practice) 121, 141, 173, 193, 225, 245, 277 TE: (Assessment Practice) 121, 141, 173, 193, 225, 245, 277

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Standard Number	Standard	Citations
		CD: How-to (Step-by-Step) Instructions, Interview, Sunshine Organizer
R.3.3	Follow multiple-step directions.	SE: 142-143, 194-195, 246-247, 298-299, 354-355, 410-411, 464-465 TE: 142-143, 194-195, 246-247, 298-299, 354-355, 410-411, 464-465 CD: Cluster Map, Invitation, Note-Taking, Paragraph, Persuasive Essay, Problem/Resolution Chart
R.3.4	Use knowledge of sentence structure.	SE: 106, 126, 127, 157, 178, 209, 261 TE: 104, 229, 310, 334 AB: 11, 16, 19, 23, 27, 31, 35 MT: Unit 1 Chapter 1 Quiz Items 11, 12, 15, 16; Book 1 Chapter 2 Quiz Items 21, 22, 23
R.4	Determine main idea/purpose.	
R.4.1	Identify main idea/theme/problem/plot of a passage.	SE: 236, 237, 239, 240, 288 TE: 133, 149, 234, 236, 237, 250, 288 CD: Spider-Map, T-Chart, Three-Column Chart, Word Web AB: 79, 145, 158 MT: Unit 3 Chapter 1 Quiz Item 50; Unit 3 Chapter 2 Quiz Items 1, 2, 3, 4; Unit 3 Test Item 50; Final Exam Item 46
R.4.2	Identify the main purpose of a passage.	SE: 398, 399 TE: 398, 408 MT: Unit 6 Chapter 2 Quiz Items 1, 2; Unit 6 Test Items 6, 7; Final Exam Item 49
R.4.3	Identify main character(s) (including difference between first-and third-person use) and setting of a story.	TE: 374, 383 CD: CD: Three-Column Chart

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Standard Number	Standard	Citations
R.4.4	Use knowledge of sentence structure to comprehend text.	SE: 106, 126, 127, 157, 178, 209, 261 TE: 104, 229, 310, 334 AB: 11, 16, 19, 23, 27, 31, 35 MT: Unit 1 Chapter 1 Quiz Items 11, 12, 15, 16; Book 1 Chapter 2 Quiz Items 21, 22, 23
R.5	Identify important supporting details.	
R.5.1	Identify important supporting ideas, themes, and conflicts (related to plot, characters, setting, topic).	SE: 236, 237 TE: 133, 221, 236, 416 CD: Spider Map, Three-Column Chart, Word Web MT: Unit 3 Chapter 1 Quiz Item 50; Unit 3 Chapter 2 Quiz Items 1, 2, 3, 4; Unit 3 Test Item 50; Final Exam Item 46
R.5.2	Locate information using various graphic sources (diagrams, charts, tables, simple illustrations).	SE: 132, 134, 135, 137, 141, 185 TE: 132, 133, 134, 135, 137, 182, 185 CD: Problem/Resolution Chart, Sense Chart, T-Chart, Three-Column Chart, Two-Column Chart, Venn Diagram AB: MT: Unit 1 Chapter 2 Quiz Item 9; Unit 1 Test Item 40; Mid Year Exam Item 43
R.5.3	Use knowledge of sentence structure to comprehend text.	SE: 106, 126, 127, 157, 178, 209, 261 TE: 104, 229, 310, 334 AB: 11, 16, 19, 23, 27, 31, 35 MT: Unit 1 Chapter 1 Quiz Items 11, 12, 15, 16; Book 1 Chapter 2 Quiz Items 21, 22, 23
R.6	Draw inferences, predictions, conclusions.	
R.6.1	Draw inferences, conclusions, predictions, generalizations (related to plot, character, setting, topic).	SE: 116, 136, 167, 185, 220, 237, 292 TE: 116, 136, 220, 292, 324, 366, 379

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Standard Number	Standard	Citations
		CD: T-Chart MT: Unit 7 Chapter 2 Quiz Item 11
R.6.2	Understand relationships between parts of a text (e.g., cause and effect, compare and contrast, chronological ordering).	SE: 168, 268, 272, 348, 355, 362, 382 TE: 241, 268, 269, 270, 271, 374, 382 CD: T-Chart, Three-Column Chart, Two-Column Chart, Venn Diagram MT: Unit 4 Chapter 1 Quiz Items 3, 4; Unit 4 Test Item 11
R.6.3	Use knowledge of sentence structure to comprehend text.	SE: 106, 126, 127, 157, 178, 209, 261 TE: 104, 229, 310, 334 AB: 11, 16, 19, 23, 27, 31, 35 MT: Unit 1 Chapter 1 Quiz Items 11, 12, 15, 16; Book 1 Chapter 2 Quiz Items 21, 22, 23
R.7	Determine writer’s attitude/perspective.	
R.7.1	Distinguish between fact and opinion.	SE: 432, 433, 434, 435 TE: 432, 433, 434, 435, 464 CD: T-Chart, Two-Column Chart AB: 144, 151 MT: Unit 7 Chapter 1 Quiz Item 11
R.7.2	Identify author’s opinion, perspective, point of view, purpose, motivation, stance, or position.	SE: 237, 297, 398, 399, 400, 401, 402, 403 TE: 398, 399, 414, 430, 432, 433, 450 AB: 71, 145, 159 MT: Unit 2 Test Items 11, 44; Unit 6 Chapter 2 Quiz Item 2; Final Exam Item 49
R.7.3	Analyze character (including traits, roles, motivations, conflicts, points of view, relationships, and changes).	SE: 216, 217, 219, 223, 246, 268, 271 TE: 216, 218, 219, 223, 246, 270, 271

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Standard Number	Standard	Citations
		CD: Three-Column Chart AB: 75, 127 MT: Unit 6 Chapter 1 Quiz Items 1, 2, 7; Unit 6 Test Item 1
R.7.4	Use knowledge of sentence structure to comprehend text.	SE: 106, 126, 127, 157, 178, 209, 261 TE: 104, 229, 310, 334 AB: 11, 16, 19, 23, 27, 31, 35 MT: Unit 1 Chapter 1 Quiz Items 11, 12, 15, 16; Book 1 Chapter 2 Quiz Items 21, 22, 23
R.8	Analyze style/form.	
R.8.1	Identify analogies, metaphors, symbols, patterns in text such as rhyming and repetition, and other rhetorical devices.	SE: 164, 166, 198, 349 TE: 94, 164, 165, 349, 352 AB: 71, 115, 121 MT: Unit 1 Chapter 2 Quiz Item 13; Unit 2 Test Item 12; Unit 5 Chapter 2 Quiz Item 5; Unit 5 Test Item 7
R.8.2	Use knowledge of sentence structure to comprehend text.	SE: 106, 126, 127, 157, 178, 209, 261 TE: 104, 229, 310, 334 AB: 11, 16, 19, 23, 27, 31, 35 MT: Unit 1 Chapter 1 Quiz Items 11, 12, 15, 16; Unit 1 Chapter 2 Quiz Items 21, 22, 23
Writing Accomplishments Grades 3-12		
W.1	Planning and Organizing	
W.1.1	Use graphic organizers or outlines to plan appropriate report titles.	SE: 171 CD: Narrative Brainstorming, Narrative Draft, T-Chart, Three-Column Chart
W.1.2	Use graphic organizers or outlines as a basis to determine	SE: 171, 196, 243, 295, 297, 385, 387

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Standard Number	Standard	Citations
	appropriateness of including new ideas.	TE: 170, 201, 223, 243 CD: Decision Tree, Flowchart, KWL Chart, Note-Taking, Persuasive-Writing and Debate, Problem Resolution Chart, Story Map
W.1.3	Based on graphic organizers or outlines, choose appropriate topic sentences for paragraphs, given their topic and placement in the graphic organizer.	SE: 171, 297, 385 TE: 171, 201, 223, 243 CD: T-Chart, Three-Column Chart, Three-Paragraph Composition, Two-Column Chart
W.1.4	Based on graphic organizers or outlines, organize new information by deciding on appropriate sections for it.	SE: 171, 243, 295, 297, 385 TE: 171, 201, 223, 243 CD: Chronological Order, Friendly Letter, How-to(Step-by-Step) Instructions, Narrative Brainstorming, Narrative Draft, Outline, Paragraph, Persuasive Essays, Persuasive Essays, Story Map
W.2	Writing a draft text	
W.2.1	Write in a variety of forms, including persuasive forms, such as logical argument and expression of opinion; personal forms such as autobiographical narrative; literary forms such as stories; and descriptive forms, such as reports and expositions.	SE: 81, 95, 144-145, 161, 170-171, 181, 190-191 TE: 196-197, 213, 222-223, 233, 242-243, 248-249, 265 CD: Writing Purposes Checklist, Rubric for Writing Assessment AB: Writing Prompt: 65, 80, 102, 116, 132, 146, Writing Purposes Checklist, Rubric for Writing Assessment MT: Unit 2 Chapter 2 Essay, Unit 3 Chapter 2 Essay, Unit 4 Chapter 2 Essay, Unit 5 Chapter 2 Essay, Unit 6 Chapter 2 Essay, Unit 7 Chapter 1 Essay
W.2.2	Select and use voice and style appropriate to audience and purpose.	SE: 233, 395 TE: 243, 250, 396, 439, 460, 466

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Standard Number	Standard	Citations
		<p>CD: Writing Purposes Checklist, Rubric for Writing Assessment AB: Writing Prompt: 65, 80, 102, 116, 132, 146, Writing Purposes Checklist, Rubric for Writing Assessment MT: Unit 2 Chapter 2 Essay, Unit 3 Chapter 2 Essay, Unit 4 Chapter 2 Essay, Unit 5 Chapter 2 Essay, Unit 6 Chapter 2 Essay, Unit 7 Chapter 1 Essay</p>
W.2.3	Construct correct sentences, including a variety of sentence types and styles.	<p>SE: 274-275, 285, 300-301, 317, 328-329, 339, 350-351 TE: 373, 384-385, 395, 406-407, 412-413, 429, 438-439 CD: Writing Purposes Checklist, Rubric for Writing Assessment AB: Writing Prompt: 65, 80, 102, 116, 132, 146, Writing Purposes Checklist, Rubric for Writing Assessment MT: Unit 2 Chapter 2 Essay, Unit 3 Chapter 2 Essay, Unit 4 Chapter 2 Essay, Unit 5 Chapter 2 Essay, Unit 6 Chapter 2 Essay, Unit 7 Chapter 1 Essay</p>
W.2.4	Develop a central idea and support it with relevant details.	<p>SE: 170-171, 190-191, 196-197, 222-223, 248-249, 328-329 TE: 170-171, 190-191, 196-197, 222-223, 248-249, 328-329 CD: Writing Purposes Checklist, Rubric for Writing Assessment AB: Writing Prompt: 65, 80, 132, Rubric for Writing Assessment MT: Unit 2 Chapter 2 Essay, Unit 3 Chapter 2 Essay, Unit 6 Chapter 2 Essay</p>
W.2.5	Organize ideas in writing to ensure coherence, logical progression, and support for ideas.	<p>SE: 190-191, 300-301, 350-351, 356-357, 384-385, 406-407 TE: 190-191, 300-301, 350-351, 356-357, 384-385, 406-407 CD: Writing Purposes Checklist, Rubric for Writing</p>

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		Assessment AB: Writing Prompt: 80, 132, 146, Writing Purposes Checklist, Rubric for Writing Assessment MT: Unit 3 Chapter 2 Essay, Unit 6 Chapter 2 Essay, Unit 7 Chapter 1 Essay
W.2.6	Narrate a sequence of events with some detail.	SE: 222-223 TE: 222-223 CD: Narrative Writing Checklist, Rubric for Writing Assessment AB: Writing Prompt: 80, Narrative Writing Checklist, Rubric for Writing Assessment MT: Unit 3 Chapter 2 Essay
W.2.7	Write stories that include coherent plot development, characterization and setting.	SE: 274-275 TE: 274-275 CD: Narrative Writing Checklist, Rubric for Writing Assessment AB: Writing Prompt: 80, Narrative Writing Checklist, Rubric for Writing Assessment MT: Unit 3 Chapter 2 Essay
W.2.8	Write persuasive compositions that structure ideas and arguments in a logical way.	SE: 438, 471 TE: 438, 471 CD: Persuasive Writing Checklist, Rubric for Writing Assessment AB: Writing Prompt: 146, Persuasive Writing Checklist, Rubric for Writing Assessment MT: Unit 7 Chapter 1 Essay

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W.2.9	Write expository compositions that include a thesis and some points of support.	SE: 294-295, 297, 305, 328-328, 331, 350-351, 353 TE: 294-295, 297, 305, 328-328, 331, 350-351, 353 CD: Writing Purposes Checklist, Rubric for Writing Assessment AB: Writing Prompt: 102 Rubric for Writing Assessment MT: Unit 4 Chapter 2 Essay
W.2.10	Write descriptive compositions that include a thesis and some points of support.	SE: 196-197, 213, 248-249, 265, 285, 317, 395 TE: 196-197, 213, 248-249, 265, 285, 317, 395 CD: Narrative Writing Checklist, Rubric for Writing Assessment AB: Writing Prompt: 65, 80, 132, Narrative Writing Checklist, Rubric for Writing Assessment MT: Unit 2 Chapter 2 Essay, Unit 3 Chapter 2 Essay, Unit 6 Chapter 2 Essay
W.3	Revising	
W.3.1	Revise drafts to improve the coherence and logical progression of ideas by using appropriate transition words and phrases.	SE: 223 TE: 223 CD: Revising and Editing Checklist AB: Writing Checklist
W.3.2	Revise drafts to improve the coherence and logical argument of a text by adding appropriate topic or concluding sentences.	SE: 171, 197 TE: 171, 197 CD: Revising and Editing Checklist AB: Writing Checklist
W.3.3	Revise drafts to improve the logical argument of a text by elaborating.	SE: 119, 139, 171, 197, 223, 249, 357, 413 TE: 119, 139, 171, 197, 223, 249, 357, 413

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		CD: Revising and Editing Checklist AB: Writing Checklist
W.3.4	Revise drafts for consistency including point of view, verb tense, and pronoun and other references outside of sentences.	SE: 119, 139, 145, 171, 197, 223 TE: 119, 139, 145, 171, 197, 223 CD: Revising and Editing Checklist AB: Writing Checklist
W.3.5	Revise drafts for appropriate word choice.	SE: 119, 139, 171, 197, 223, 249, 357 TE: 119, 139, 171, 197, 223, 249, 357 CD: Revising and Editing Checklist AB: Writing Checklist
W.4	Editing	
W.4.1	Correctly use parts of speech, including making them agree (e.g., regular and irregular plurals, adjectives, prepositions and prepositional phrases, pronouns, adverbs, and noun phrases).	SE: 119, 145, 275, 329, 373, 407 TE: 119, 145, 275, 329, 373, 407 CD: Revising and Editing Checklist AB: Writing Checklist
W.4.2	Correctly use verb tenses and forms (e.g., present, past, perfect forms, conditional hypothetical, subjunctive).	SE: 139, 145, 171, 191, 197, 223, 249 TE: 139, 145, 171, 191, 197, 223, 249 CD: Revising and Editing Checklist AB: Writing Checklist
W.4.3	Use other basic syntactical structures (e.g., subject-verb agreement, comparatives, interrogatives, relative clauses).	SE: 249 TE: 249 CD: Revising and Editing Checklist AB: Writing Checklist
Speaking Accomplishments Grades 3-12		

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S.1	Establish a verbal connection with an interlocutor in order to talk about something.	SE: 116, 136, 168, 188, 220, 240, 272 TE: 292, 326, 348, 382, 404, 436, 458
S.2	Provide basic information on a relevant topic in a conversation.	SE: 168, 188, 220, 240, 272, 292, 326 TE: 240, 272, 292, 326, 348, 382, 404
S.3	Provide detailed information on a relevant topic in a conversation.	SE: 116, 136, 168, 188, 220, 240, 272 TE: 292, 326, 348, 382, 404, 436, 458
S.4	Argue in favor of or against a particular relevant topic.	SE: 404, 436, 458 TE: 404, 436, 458