

## English Language Proficiency Standards (ELPS) Correlation for *Horticulture Today* by Jodi Songer Riedel and Elizabeth Driscoll, ©2017

This following chart identifies some of the content in *Horticulture Today* that may provide useful support when addressing specific Texas English Language Proficiency Standards (ELPS).

Standard	Page(s)	Specific Location
(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:		
(1)(A) use prior knowledge and experiences to understand meanings in English	148	STEM and Academic... #5
(1)(B) monitor oral and written language production and employ self-corrective techniques or other resources	59	Communicating...activity #1
	183	Communicating...activity #2
	225	Communicating...activity #3
(1)(C) use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary	118	Communicating...activity #1
	148	STEM and Academic... #6
	183	Communicating...activity #1
	207	Communicating...activity #1
(1)(F) use accessible language and learn new and essential language in the process	207	Communicating...activity #2
	148	Communicating...activity #1
	225	Communicating...activity #1
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:		
(2)(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	89	Communicating...activity #1
	225	Communicating...activity #3
	277	Communicating...activity #2
	366	STEM and Academic... #6
(2)(D) monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed	59	Communicating...activity #1
	339	Communicating...activity #1
	367	Communicating...activity #2
	413	Communicating...activity #1

Standard	Page(s)	Specific Location
(2)(E) use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language	59	Communicating...activity #2
	118	Communicating...activity #1
	225	STEM and Academic... #3
	306	STEM and Academic... #3
	339	STEM and Academic... #6
	565	Communicating...activity #1
	929	Communicating...activity #2
(2)(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	59	Communicating...activity #2
	457	Communicating...activity #1
	565	STEM and Academic... #4
	807	STEM and Academic... #4
(2)(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	88	STEM and Academic... #1
	89	Communicating...activity #1
	118	STEM and Academic... #5
	183	Communicating...activity #2
	252	Communicating...activity #1
(2)(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	148	STEM and Academic... #5
	252	STEM and Academic... #4
	807	Communicating...activity #1
	905	Communicating...activity #1
(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:		
(3)(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	117	STEM and Academic... #1
	148	Communicating...activity #2
	929	Communicating...activity #2
(3)(C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired	89	Communicating...activity #3
	148	Communicating...activity #3
	252	Communicating...activity #1

Standard	Page(s)	Specific Location
(3)(D) speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency	148	Communicating...activity #1
	225	Communicating...activity #1
	252	Communicating...activity #2
	276	STEM and Academic... #6
(3)(E) share information in cooperative learning interactions	225	Communicating...activity #3
	277	Communicating...activity #2
	367	Communicating...activity #2
(3)(F) ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments	89	Communicating...activity #1
	118	STEM and Academic... #5
	183	Communicating...activity #2
	252	Communicating...activity #1
(3)(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	476	STEM and Academic... #4
(3)(H) narrate, describe, and explain with increasing specificity and detail as more English is acquired	252	Thinking Critically #2
	276	Thinking Critically #3
	276	STEM and Academic... #4
	432	Communicating...activity #2
	456	Thinking Critically #1
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:		
(4)(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials	148	Communicating...activity #1
	225	Communicating...activity #1
	253	Communicating...activity #2
	277	Communicating...activity #3
	627	Communicating...activity #1
(4)(D) use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text	148	Communicating...activity #1
	225	Communicating...activity #1
	253	Communicating...activity #2
	277	Communicating...activity #3
	627	Communicating...activity #1

Standard	Page(s)	Specific Location
(4)(E) read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned	59	Communicating...activity #1
	59	Communicating...activity #2
	89	Communicating...activity #2
	183	Communicating...activity #4
(4)(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	148	Communicating...activity #1
	225	Communicating...activity #1
	253	Communicating...activity #2
	277	Communicating...activity #3
	627	Communicating...activity #1
(4)(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	366	Thinking Critically #1
	366	STEM and Academic...#1
	366	STEM and Academic...#5
	392	STEM and Academic...#1
	392	Communicating...activity #1
	412	STEM and Academic...#2
	432	STEM and Academic...#2