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Correlation of *Introduction to Anatomy & Physiology* ©2024

to the Texas English Language Proficiency Standards (ELPS), Anatomy and Physiology

1: Cross-curricular second language acquisition/learning strategies.

Standard 1A: use prior knowledge and experiences to understand meanings in English

Breakout	Page and Specific Location
(i) use prior knowledge to understand meanings in English	**Introduction to Anatomy & Physiology OLS:** 318 (3rd paragraph on page) 180 (Lesson 4.1 Thinking Critically #1) 228 (Communicating about Anatomy & Physiology #1)
(ii) use prior experiences to understand meanings in English	**Introduction to Anatomy & Physiology OLS:** 352 (Lesson 8.1 Thinking Critically #1) 228 (Communicating about Anatomy & Physiology #1) 511 (In the Lab #2)

Standard 1B: monitor oral and written language production and employ self-corrective techniques or other resources

Breakout	Page and Specific Location
(i) monitor oral language production and employ self-corrective techniques or other resources	**Introduction to Anatomy & Physiology OLS:** 100 (In the Lab #2) 279 (Communicating about Anatomy & Physiology #2)

Standard 1D: 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)

Breakout	Page and Specific Location
(i) speak using learning strategies	**Introduction to Anatomy & Physiology OLS:** 279 (Communicating about Anatomy & Physiology #3) 279 (Communicating about Anatomy & Physiology #2) 228 (Communicating about Anatomy & Physiology #2)

Standard 1E: 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

Breakout	Page and Specific Location
(i) internalize new basic language by using and reusing it in meaningful ways in speaking activities that build concept and language attainment	**Introduction to Anatomy & Physiology OLS:** 315 (Communicating about Anatomy & Physiology #2) 228 (Communicating about Anatomy & Physiology #1) 279 (Communicating about Anatomy & Physiology #3)
(ii) internalize new basic language by using and reusing it in meaningful ways in writing activities that build concept and language attainment	**Introduction to Anatomy & Physiology OLS:** 385 (In the Lab #1) 365 (In the Lab #2) 279 (Communicating about Anatomy & Physiology #4)
(iii) internalize new academic language by using and reusing it in meaningful ways in speaking activities that build concept and language attainment	**Introduction to Anatomy & Physiology OLS:** 228 (Communicating about Anatomy & Physiology #4)
(iv) internalize new academic language by using and reusing it in meaningful ways in writing activities that build concept and language attainment	**Introduction to Anatomy & Physiology OLS:** 129 (Communicating about Anatomy & Physiology #1) 183 (Communicating about Anatomy & Physiology #1) 228 (Communicating about Anatomy & Physiology #3)

Standard 1F: use accessible language and learn new and essential language in the process

Breakout	Page and Specific Location
(i) use accessible language and learn new and essential language in the process	**Introduction to Anatomy & Physiology OLS:** 431 (Chapter introduction) 228 (Communicating about Anatomy & Physiology #1)

2: Cross-curricular second language acquisition/listening.

Standard 2C: learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions

Breakout	Page and Specific Location
(i) learn new language structures heard during classroom instruction and interactions	**Introduction to Anatomy & Physiology OLS:** 95 (Communicating about Anatomy & Physiology #1)
(ii) learn new expressions heard during classroom instruction and interactions	**Introduction to Anatomy & Physiology OLS:** 326 (2nd Memory Tip) 289 (Memory Tip) 456 (Memory Tip)
(iii) learn basic vocabulary heard during classroom instruction and interactions	**Introduction to Anatomy & Physiology OLS:** 537 (Memory Tip) 228 (Communicating about Anatomy & Physiology #1) 95 (Communicating about Anatomy & Physiology #1)

Breakout	Page and Specific Location
(iv) learn academic vocabulary heard during classroom instruction and interactions	**Introduction to Anatomy & Physiology OLS:** 45 (Communicating about Anatomy & Physiology #1) 183 (Communicating about Anatomy & Physiology #2) 45 (Lab Investigations #1)

Standard 2D: monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed

Breakout	Page and Specific Location
(i) monitor understanding of spoken language during classroom instruction and interactions	**Introduction to Anatomy & Physiology OLS:** 39 (Communication and Teamwork, 1st paragraph) 527 (Communicating about Anatomy & Physiology #2)
(ii) seek clarification [of spoken language] as needed	**Introduction to Anatomy & Physiology OLS:** 39 (Communication and Teamwork, 1st paragraph) 527 (Communicating about Anatomy & Physiology #2) 609 (Communicating about Anatomy & Physiology #2)

Standard 2E: use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language

Breakout	Page and Specific Location
((iii) use linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language	**Introduction to Anatomy & Physiology OLS:** 95 (Communicating about Anatomy & Physiology #1) 571 (Communicating about Anatomy & Physiology #1) 279 (Communicating about Anatomy & Physiology #3)

Standard 2I: 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.

Breakout	Page and Specific Location
(i) demonstrate listening comprehension of increasingly complex spoken English by following directions commensurate with content and grade-level needs	**Introduction to Anatomy & Physiology OLS:** 609 (Communicating about Anatomy & Physiology #2) 481 (Communicating about Anatomy & Physiology #3)
(iii) demonstrate listening comprehension of increasingly complex spoken English by responding to questions and	**Introduction to Anatomy & Physiology OLS:** 315 (Communicating about Anatomy & Physiology #2) 175 (In the Lab #1)

Breakout	Page and Specific Location
requests commensurate with content and grade-level needs	
(iv) demonstrate listening comprehension of increasingly complex spoken English by collaborating with peers commensurate with content and grade-level needs	**Introduction to Anatomy & Physiology OLS:** 100 (In the Lab #2) 440 (In the Lab #4)
(v) demonstrate listening comprehension of increasingly complex spoken English by taking notes commensurate with content and grade-level needs	**Introduction to Anatomy & Physiology OLS:** 183 (Communicating about Anatomy & Physiology #2) 355 (Communicating about Anatomy & Physiology #2) 527 (Communicating about Anatomy & Physiology #2)

3: Cross-curricular second language acquisition/speaking.

Standard 3B: 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

Breakout	Page and Specific Location
(ii) expand and internalize initial English vocabulary by retelling simple stories and basic information represented or supported by pictures	**Introduction to Anatomy & Physiology OLS:** 228 (Communicating about Anatomy & Physiology #2) 609 (Communicating about Anatomy & Physiology #1) 658 (Communicating about Anatomy & Physiology #1)
(iii) expand and internalize initial English vocabulary by learning and using routine language needed for classroom communication	**Introduction to Anatomy & Physiology OLS:** 228 (Communicating about Anatomy & Physiology #1) 279 (Communicating about Anatomy & Physiology #3) 315 (Communicating about Anatomy & Physiology #2)

Standard 3D: speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency

Breakout	Page and Specific Location
(i) speak using grade-level content area vocabulary in context to internalize new English words	**Introduction to Anatomy & Physiology OLS:** 228 (Communicating about Anatomy & Physiology #2)
(ii) speak using grade-level content area vocabulary in context to build academic language proficiency	**Introduction to Anatomy & Physiology OLS:** 279 (Communicating about Anatomy & Physiology #3) 95 (Communicating about Anatomy & Physiology #2) 527 (Communicating about Anatomy & Physiology #1)

Standard 3E: share information in cooperative learning interactions

Breakout	Page and Specific Location
(i) share information in cooperative learning interactions	**Introduction to Anatomy & Physiology OLS:** 402 (Taking It Further) 30 (Taking It Further #1) 571 (Communicating about Anatomy & Physiology #1)

Standard 3F: 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

Breakout	Page and Specific Location
(i) ask [for] information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments	**Introduction to Anatomy & Physiology OLS:** 609 (Communicating about Anatomy & Physiology #2) 175 (In the Lab #1)
(ii) give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments	**Introduction to Anatomy & Physiology OLS:** 175 (In the Lab #1) 609 (Communicating about Anatomy & Physiology #2, #3) 221 (In the Lab #4)

Standard 3G: 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

Breakout	Page and Specific Location
(i) express opinions ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	**Introduction to Anatomy & Physiology OLS:** 385 (Analyze and Apply #1) 570 (Lesson 13.3, Thinking Critically #3)

Breakout	Page and Specific Location
(ii) express ideas ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	**Introduction to Anatomy & Physiology OLS:** 29 (Step 6: Interpreting and Discussing the Results) 632 (In the Lab #1) 45 (Communicating about Anatomy & Physiology #1)

Standard 3H: narrate, describe, and explain with increasing specificity and detail as more English is acquired

Breakout	Page and Specific Location
(ii) describe with increasing specificity and detail as more English is acquired	**Introduction to Anatomy & Physiology OLS:** 15 (Check Your Understanding #3) 30 (Taking It Further #3) 36 (Check Your Understanding #3)
(iii) explain with increasing specificity and detail as more English is acquired	**Introduction to Anatomy & Physiology OLS:** 228 (Communicating about Anatomy & Physiology #1) 271 (In the Lab #2)

4: Cross-curricular second language acquisition/reading.

Standard 4C: develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials

Breakout	Page and Specific Location
(i) develop basic sight vocabulary used routinely in written classroom materials	**Introduction to Anatomy & Physiology OLS:** 279 (Communicating about Anatomy & Physiology #2) 622 (In the Lab #1) 519 (In the Lab #3)
(ii) derive meaning of environmental print	**Introduction to Anatomy & Physiology OLS:** 537 (Memory Tip) 571 (Lab Investigations #1) 301 (In the Lab #4)
(iii) comprehend English vocabulary used routinely in written classroom materials	**Introduction to Anatomy & Physiology OLS:** 95 (Communicating about Anatomy & Physiology #1) 216 (Taking It Further #2)
(iv) comprehend English language structures used routinely in written classroom materials	**Introduction to Anatomy & Physiology OLS:** 289 (Memory Tip) 95 (Communicating about Anatomy & Physiology #1)

Standard 4D: use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text

Breakout	Page and Specific Location
(i) use prereading supports to enhance comprehension of written text	**Introduction to Anatomy & Physiology OLS:** 281 (Chapter opening question) 293 (Before You Read questions)

Standard 4E: read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned

Breakout	Page and Specific Location
(i) read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned	**Introduction to Anatomy & Physiology OLS:** 5 (Memory Tip) 69 (Memory Tip) 326 (both Memory Tips)

Standard 4F: 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

Breakout	Page and Specific Location
(i) use visual and contextual support to read grade-appropriate content area text	**Introduction to Anatomy & Physiology OLS:** 435-436 (Blood Flow through the Heart 458 (Measuring Blood Pressure) 589-591 (Begins with paragraph "Figure 14.10 shows the pathways…"
(ii) use visual and contextual support to enhance and confirm understanding	**Introduction to Anatomy & Physiology OLS:** 511 (In the Lab #2) 60 (In the Lab #2) 423 (In the Lab #2)
(iii) use visual and contextual support to develop vocabulary needed to comprehend increasingly challenging language	**Introduction to Anatomy & Physiology OLS:** 590 (Figure 14.10) 321 (Figure 8.2)
(v) use visual and contextual support to develop background knowledge needed to comprehend increasingly challenging language	**Introduction to Anatomy & Physiology OLS:** 202 (Figure 5.15) 355 (Analyzing and Evaluating Data #3) 75 (In the Lab #1)
(vi) use support from peers and teachers to read grade-appropriate content area text	**Introduction to Anatomy & Physiology OLS:** 279 (Communicating about Anatomy & Physiology #2) 279 (Lab Investigations #2) 515 Taking It Further
(vii) use support from peers and teachers to enhance and confirm understanding	**Introduction to Anatomy & Physiology OLS:** 531 (3rd paragraph in "Macronutrients, Vitamins, and Minerals" 571 (Communicating about Anatomy & Physiology #1)

Breakout	Page and Specific Location
	95 (Communicating about Anatomy & Physiology #1)
(viii) use support from peers and teachers to develop vocabulary needed to comprehend increasingly challenging language	**Introduction to Anatomy & Physiology OLS:** 95 (Lab Investigations #3) 45 (Communicating about Anatomy & Physiology #1) 279 (Communicating about Anatomy & Physiology #3)
(ix) use support from peers and teachers to develop grasp of language structures needed to comprehend increasingly challenging language	**Introduction to Anatomy & Physiology OLS:** 95 (Communicating about Anatomy & Physiology #1) 279 (Communicating about Anatomy & Physiology #2) 45 (Lab Investigations #1)
(x) use support from peers and teachers to develop background knowledge needed to comprehend increasingly challenging language	**Introduction to Anatomy & Physiology OLS:** 437 (Taking It Further #1) 95 (Communicating about Anatomy & Physiology #1)

Standard 4G: 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

Breakout	Page and Specific Location
(ii) demonstrate comprehension of increasingly complex English by retelling or summarizing material commensurate with content area and grade level needs	**Introduction to Anatomy & Physiology OLS:** 228 (Communicating about Anatomy & Physiology #2) 228 (Communicating about Anatomy & Physiology #1) 658 (Communicating about Anatomy & Physiology #1)
(iii) demonstrate comprehension of increasingly complex English by responding to questions commensurate with content area and grade level needs	**Introduction to Anatomy & Physiology OLS:** 175 (In the Lab #1) 609 (Communicating about Anatomy & Physiology #2)
(iv) demonstrate comprehension of increasingly complex English by taking notes commensurate with content area and grade level needs	**Introduction to Anatomy & Physiology OLS:** 183 (Communicating about Anatomy & Physiology #2) 228 (Communicating about Anatomy & Physiology #1) 527 (Communicating about Anatomy & Physiology #2)

5: Cross-curricular second language acquisition/writing.

Standard 5B: write using newly acquired basic vocabulary and content-based grade-level vocabulary

Breakout	Page and Specific Location
(i) write using newly acquired basic vocabulary	**Introduction to Anatomy & Physiology OLS:** 95 (Communicating about Anatomy & Physiology #3) 527 (Communicating about Anatomy & Physiology #3)

Breakout	Page and Specific Location
(ii) write using content-based grade-level vocabulary	**Introduction to Anatomy & Physiology OLS:** 632 (In the Lab #1) 571 (Communicating about Anatomy & Physiology #2)