

English Language Proficiency Standards (ELPS) Correlation for *Principles of Agriculture, Food, and Natural Resources* by Rayfield, Smith, Park, and Croom, ©2017

This following chart identifies some of the content in *Principles of Agriculture, Food, and Natural Resources* 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	63	Thinking Critically #3
(1)(B) monitor oral and written language production and employ self-corrective techniques or other resources	31	Thinking Critically #2
(1)(C) use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary	31 47 95 143	Analyze and Apply #1 Communicating... activity #4 Communicating... activity #3 STEM and Academic... #2
(1)(F) use accessible language and learn new and essential language in the process	47 47 94	Communicating... activity #1 Communicating... activity #1 Communicating... activity #4
(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	47 255 392 680	Communicating... activity #6 Communicating...activity #3 Thinking Critically #1 Analyze and Apply #1
(2)(D) monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed	47	Communicating... activity #3

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	47	Communicating... activity #5
(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	94	Communicating... activity #1
	94	Communicating... activity #2
	505	Communicating... activity #1
(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	95	Extending Your Knowledge #2
(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	95	Communicating... activity #5
(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	143	STEM and Academic... #4
(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	143	Communicating... activity #3
(3)(D) speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency	47	Communicating... activity #1
	207	Communicating... activity #1
	295	Communicating... activity #1
(3)(E) share information in cooperative learning interactions	47	Communicating... activity #2
	47	Communicating... activity #6
	998	Communicating... activity #3

Standard	Page(s)	Specific Location
(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	139	Analyze and Apply #2
	143	Communicating... activity #1
	143	Communicating... activity #3
	294	STEM and Academic... #3
	570	STEM and Academic... #5
(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	998	Communicating... activity #1
	254	STEM and Academic... #5
	255	Communicating... activity #2
	291	Thinking Critically #1
	295	Communicating... activity #3
	565	Thinking Critically #2
(3)(H) narrate, describe, and explain with increasing specificity and detail as more English is acquired	647	Communicating... activity #2
	715	Thinking Critically #2
	76	Analyze and Apply #2
	207	Communicating... activity #3
	255	Communicating... activity #3
	255	Communicating... activity #4
	439	Communicating... activity #3
(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:	505	Communicating... activity #2
	571	Communicating... activity #2
	914	Communicating... activity #2
(4)(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials	47	Communicating... activity #1
	207	Communicating... activity #1
	295	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	31	Analyzed and Apply #1
	47	Communicating... activity #1
	207	Communicating... activity #1
	295	Communicating... activity #1
(4)(E) read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned	47	Communicating... activity #3
	47	Communicating... activity #6
	143	Communicating... activity #2
	207	Communicating... activity #3

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Correlation Chart—page 4

Standard	Page(s)	Specific Location
(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	31	Analyze and Apply #1
	94	STEM and Academic...#1
	95	Communicating... activity #1
	142	STEM and Academic...#2
	504	STEM and Academic...#5
	537	STEM and Academic...#2
	627	Analyze and Apply #1
	732	STEM and Academic...#1
	976	Analyze and Apply #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	95	Extending Your Knowledge #2
	255	Communicating...activity #3
	295	Communicating...activity #3
	571	Communicating...activity #2
	839	Extending Your Knowledge #3