



Vista Higher Learning
Get Ready! Soar

correlated to the

TX English Language Proficiency Standards (ELPS)

| Standard | Descriptor | Citations |
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| <p>(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:</p> | | |
| (A) | use prior knowledge and experiences to understand meanings in English; | <p>In addition to specific information addressing this standard in the TG front matter, each lesson includes a routine that contains connections to prior knowledge.</p> <p>TE: p. Txv, Supporting SLIFE p. Txxiii, Supporting Children with Disabilities p. Txxv, Assessment p. 2, Get Ready for English!, Explore and Learn</p> |
| (B) | monitor oral and written language production and employ self-corrective techniques or other resources; | <p>SB: p. 170, Unit 8: Connect to Phonics TE: p. Txxv, Assessment p. 15, Unit 1: Connect to Words, Explore and Learn p. 151, Unit 7: Connect to Reading, Communicate p. 170, Unit 8: Scaffold</p> |
| (C) | use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary; | <p>Instructional routines presented in the TG provide opportunities for students to utilize a variety of learning strategies to express and acquire new vocabulary</p> <p>SB: p. 92, Unit 4: Connect to Writing p. 253, Unit 11: Connect to Science TE: p. 23, Unit 1: Connect to Science, Explore and Learn p. 92, Unit 4: Connect to Writing, Explore and Learn p. 166, Unit 8: Connect to Language, Explore and Learn</p> |
| (D) | speak using learning strategies such as requesting assistance, employing non-verbal | <p>TE: p. 2, Get Ready for English, Amplify p. 4, Get Ready for English!, Amplify</p> |

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| | cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known); | p. 54, Unit 3: Connect with Language, Explore and Learn p. 148 Unit 7: Connect to Reading, Explore and Learn |
| (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; | SB: p. 259, Unit 11: Connect to Media TE: p. 190, Unit 9: Connect to Language, Communicate p. 230, Unit 10: Connect to Social Studies, Explore and Learn p. 233, Unit 10: Connect to Writing, Practice p. 259, Unit 11: Connect to Media, Communicate |
| (F) | use accessible language and learn new and essential language in the process; | SB: p. 11, Unit 1: Connect to Language and Literacy TE: p. 11, Unit 1: Connect to Language, Practice |
| (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 | SB: p. 272, Unit 12: Connect to Grammar TE: p. 10, Unit 1: Connect to Language, Explore and Learn p. 114, Unit 5: Connect to Writing, Scaffold p. 118, Unit 6: Introduce the Theme, Cultural connection p. 163, Unit 7: Connect to Media, Explore and Learn p. 272, Unit 12: Connect to Grammar, Explore and Learn |
| (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. | SB: p. 43, Unit 2: Connect to Mathematics p. 11, Unit 5: Connect to Science TE: p. 12, Unit 1: Connect to Language in Action, Explore and Learn p. 109, Unit 5: Connect to Mathematics, Communicate (Step 2) p. 170, Unit 8: Connect to Phonics, Explore and Learn |
| (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: | | |
| (A) | distinguish sounds and intonation patterns of English with increasing ease; | SB: p. 146, Unit 7: Connect to Phonics p. 170, Unit 8: Connect to Phonics p. 194, Unit 9: Connect to Phonics TE: p. 2, Get Ready for English, Practice p. 33, Unit 2: Connect to Language, Practice p. 78, Unit 4: Connect to Language in Action, Explore and Learn p. 122, Unit 6: Connect to Language in Action, Explore and Learn |

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| (B) | recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters; | <p>SB: p. 146, Unit 7: Connect to Phonics p. 170, Unit 8: Connect to Phonics p. 194, Unit 9: Connect to Phonics p. 218, Unit 10: Connect to Phonics</p> <p>TE: p. 146, Unit 7: Connect to Phonics, Practice p. 170, Unit 8: Connect to Phonics, Practice p. 194, Unit 9: Connect to Phonics, Practice p. 218, Unit 10: Connect to Phonics, Practice</p> |
| (C) | learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions; | <p>SB: p. 54, Unit 3: Connect to Language p. 154, Unit 7: Connect to Mathematics</p> <p>TE: p. 12, Unit 1: Connect to Language in Action, Explore and Learn p. 77, Unit 4: Connect to Language, Words to Know p. 154, Unit 7: Connect to Mathematics, Amplify p. 54, Unit 3: Connect to Language, Explore and Learn</p> |
| (D) | monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed; | <p>SB: p. 148, Unit 7: Connect to Reading p. 172, Unit 8: Connect to Reading</p> <p>TE: p. 50, Unit 2: Project, Practice p. 72, Unit 3: Project, Explore and Learn p. 194, Unit 9: Connect to Language, Practice</p> |
| (E) | use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language; | <p>SB: p. 227, Unit 10: Connect to Mathematics p. 274, Unit 12: Connect to Mathematics</p> <p>TE: p. 274, Unit 12: Connect to Mathematics, Practice p. 228, Unit 10: Connect to Science, Scaffold p. 274, Unit 12: Connect to Mathematics, Scaffold</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; | <p>SB: p. 29, Unit 1: Connect to Media, p. 51, Unit 2: Connect to Media p. 73, Unit 3: Connect to Media</p> <p>TE: p. 29, Unit 1: Connect to Media, Explore and Learn/Practice p. 51, Unit 2: Connect to Media, Explore and Learn/Practice p. 73, Unit 3: Connect to Media, Explore and Learn/Practice</p> |
| (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>SB: p. 25, Unit 1: Connect to Social Studies p. 51, Unit 2: Connect to Media</p> <p>TE: p. 24, Unit 1: Connect to Social Studies, Scaffold p. 51, Unit 2: Connect to Media, Explore and Learn p. 262, Unit 12: Connect to Language, Explore and Learn</p> |

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| (H) | understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations; and | SB: p. 220, Unit 10: Connect to Reading p. 223, Unit 10: Connect to Reading TE: p. 220, Unit 10: Connect to Reading, Explore and Learn p. 223, Unit 10: Connect to Reading, Make Inferences |
| (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. | SB: p. 50, Unit 2: Project p. 133, Unit 6: Connect to Science TE: p. 50, Unit 2: Project, Communicate p. 100, Unit 5: Connect to Language in Action, Amplify p. 133, Unit 6: Connect to Science, Communicate p. 216, Unit 10: Connect to Language in Action, Amplify |
| (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: | | |
| (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; | SB: p. 146, Unit 7: Connect to Phonics p. 218, Unit 10: Connect to Phonics p. 266, Unit 12: Connect to Phonics TE: p. 146, Unit 7: Connect to Phonics, Communicate p. 266, Unit 12: Connect to Phonics, Practice p. 218, Unit 10: Connect to Phonics, Practice |
| (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; | SB: p. 14, Unit 1: Connect to Words p. 36, Unit 2: Connect to Words p. 59, Unit 3: Connect to Words TE: p. 14, Unit 1: Connect to Words, Explore and Learn p. 36, Unit 2: Connect to Words, Explore and Learn p. 59, Unit 3: Connect to Words, Explore and Learn |
| (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; | SB: p. 26, Unit 1: Connect to Writing p. 114, Unit 5: Connect to Writing p. 208, Unit 9: Connect to Writing TE: p. 26, Unit 1: Connect to Writing, Explore and Learn |

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| | | <p>p. 114, Unit 5: Connect to Writing, Explore and Learn p. 208, Unit 9: Connect to Writing, Explore and Learn</p> |
| (D) | <p>speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency;</p> | <p>SB: p. 67, Unit 3: Connect to Science p. 87, Unit 4: Connect to Mathematics p. 255, Unit 4: Connect to Social Studies TE: p. 67, Unit 3: Connect to Science, Communicate p. 87, Unit 4: Connect to Mathematics, Communicate p. 255, Unit 4: Connect to Social Studies, Communicate</p> |
| (E) | <p>share information in cooperative learning interactions;</p> | <p>SB: p. 19, Unit 1: Connect to Grammar p. 49, Unit 2: Connect to Writing p. 200, Unit 9: Connect to Grammar TE: p. 90, Unit 4: Connect to Social Studies, Explore and Learn p. 107, Unit 5: Connect to Grammar, Practice p. 135, Unit 6: Connect to Social Studies, Communicate</p> |
| (F) | <p>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>SB: p. 50, Unit 2: Project p. 116, Unit 5: Project p. 234, Unit 10: Project TE: p. 50, Unit 2: Project, Communicate p. 116, Unit 5: Project, Communicate p. 234, Unit 10: Project, Communicate</p> |
| (G) | <p>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> | <p>SB: p. 209, Unit 9: Connect to Writing TE: p. 17, Unit 1: Connect to Reading, Communicate p. 26, Unit 1: Connect to Writing, Explore and Learn (Step 2) p. 209, Unit 9: Connect to Writing, Practice (Step 3)</p> |
| (H) | <p>narrate, describe, and explain with increasing specificity and detail as more English is acquired;</p> | <p>SB: p. 47, Unit 2: Connect to Content p. 50, Unit 2: Project p. 72, Unit 3: Project TE: p. 31, Unit 2: Differentiated Instruction, Amplify p. 47, Unit 2: Connect to Content, Communicate p. 50, Unit 2: Project, Practice p. 72, Unit 3: Project, Communicate</p> |
| (I) | <p>adapt spoken language appropriately for formal and informal purposes; and</p> | <p>TE: p. 10, Unit 1: Connect to Language, Explore and Learn p. 114, Unit 5: Connect to Writing, Scaffold p. 118, Unit 6: Introduce the Theme, Cultural Connections</p> |

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| | | p. 272, Unit 12: Connect to Grammar, Explore and Learn |
| (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. | SB: p. 235, Unit 12: Connect to Media p. 259, Unit 11: Connect to Media p. 283, Unit 12: Connect to Media TE: p. 235, Unit 12: Connect to Media, Communicate p. 259, Unit 11: Connect to Media, Amplify p. 283, Unit 12: Connect to Media, Amplify |
| (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 (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words; | SB: p. 14, Unit 1: Connect to Phonics p. 102, Unit 5: Connect to Phonics p. 194, Unit 9: Connect to Phonics TE: p. Txx, <i>Get Ready!</i> in your classroom p. Txxi, Instructional Routines: Communicate p. Txlvii, English-Spanish Cognates: Using English-Spanish cognates in your classroom |
| (B) | recognize directionality of English reading such as left to right and top to bottom; | SB: p. 4, English Sounds TE: p. Txx, Foundational Literacy p. Txxii, Instructional Routines p. 4, <i>Get Ready for English, Explore and Learn</i> p. 30E, Supporting SLIFE |
| (C) | develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials; | SB: p. 15, Unit 1: Connect to Words p. 37, Unit 2: Connect to Words p. 59, Unit 3: Connect to Words TE: p. Tviii, Connect to Words p. Txxiv, Instructional Routines p. 63, Unit 3: Connect to Social Studies, Communicate |
| (D) | use pre reading supports such as graphic organizers, illustrations, and pre-taught topic-related vocabulary and other pre reading | SB: pp. 128-129, Unit 6: Connect to Grammar p. 176, Connect to Grammar TE: p. 82, Unit 4: Connect to Reading, Practice |

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| | activities to enhance comprehension of written text; | p. 127, Unit 6: Connect to Reading, Communicate p. 172, Unit 8: Connect to Reading, Explore and Learn |
| (E) | read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned; | SB: p. 133, Unit 6: Connect to Science p. 278, Unit 12: Connect to Social Studies TE: p. 25, Unit 1: Connect to Social Studies, Practice p. 133, Unit 6: Connect to Science, Explore and Learn p. 278, Unit 12: Connect to Social Studies, Explore and Learn |
| (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; | SB: pp. 68-69, Unit 3: Connect to Social Studies p. 112, Unit 5: Connect to Social Studies TE: p. 69, Unit 3: Connect to Social Studies, Explore and Learn p. 113, Unit 5: Connect to Communicate p. 182, Unit 8: Connect to Social Studies, Explore and Learn |
| (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; | SB: p. 83, Unit 4: Connect Reading TE: p. 6, Get Ready for English!, Practice p. 30, Unit 2: Introduce the Theme, Critical Viewing p. 70, Unit 3: Connect to Writing, Explore and Learn p. 265, Unit 12: Connect to Language, Communicate |
| (H) | read silently with increasing ease and comprehension for longer periods; | SB: p. 16, Unit 1: Connect to Reading p. 268, Unit 12: Connect to Reading TE: p. 16, Unit 1: Connect to Reading, Explore and Learn p. 268, Unit 12: Connect to Reading, Explore and Learn |
| (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; | SB: pp. 126-127 Unit 6: Connect to Reading TE: pp. 126-127 Unit 6: Connect to Reading , Explore and Learn p. 150, Unit 7: Connect to Reading, Differentiated Instruction |
| (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 | SB: p. 199, Unit 9: Connect to Reading p. 220, Unit 10: Connect to Reading p. 223, Unit 10: Connect to Reading p. 227, Unit 10: Connect to Mathematics TE: p. 34, Unit 2: Connect to Language in Action, Explore and Learn p. 220, Unit 10: Connect to Reading, Explore and Learn |

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| | text evidence commensurate with content area needs; and | p. 223, Unit 10: Connect to Reading, Communicate (Step 5) |
| (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. | SB: p. 247, Unit 11: Connect to Reading pp. 270-271, Unit 12: Connect to Reading TE: p. 271, Unit 12: Connect to Reading, Communicate (Step 6) p. 247, Unit 11: Connect to Reading, Communicate (Step 7) |
| (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 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; | SB: pp. 124-125, Unit 6: Connect to Phonics pp. 170-171, Unit 8: Connect to Phonics pp. 266-267, Unit 12: Connect to Phonics TE: p. 266, Unit 12: Connect to Phonics, Formative Assessment pp. 170-171, Unit 8: Connect to Phonics, Formative Assessment pp. 124-125, Unit 6: Connect to Phonics, Formative Assessment |
| (B) | write using newly acquired basic vocabulary and content-based grade-level vocabulary; | SB: p. 92, Unit 4: Connect to Writing p. 201, Unit 9: Connect to Grammar TE: p. 69, Unit 3: Connect to Social Studies, Amplify p. 166, Unit 8: Connect to Language, Amplify p. 201, Unit 9: Connect to Grammar, Practice |
| (C) | spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired; | SB: p. 81, Unit 4: Connect to Phonics p. 195, Unit 9: Connect to Words TE: p. 39, Unit 2: Connect to Reading, Practice p. 80, Unit 4: Connect to Phonics, Explore and Learn p. 170, Unit 8: Connect to Phonics, Communicate |
| (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; | SB: p. 177, Unit 8: Connect to Grammar TE: p. 177, Unit 8: Connect to Grammar, Formative Assessment p. 198, Unit 9: Connect to Reading, Practice (Step 3) |
| (E) | employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations, such as: | |

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| (i) | using correct verbs, tenses, and pronouns/antecedents; | SB: p. 19, Unit 1: Connect to Grammar pp. 176-177, Unit 8: Connect to Grammar TE: p. 174, Unit 8: Connect to Reading, Practice p. 176, Unit 8: Connect to Grammar, Explore and Learn p. 177, Unit 8: Connect to Grammar, Practice |
| (ii) | using possessive case (apostrophe <i>s</i>) correctly; and | SB: p. 121, Unit 6: Connect to Language TE: p. 121, Unit 6: Connect to Language, Words to Know p. 135, Unit 6: Connect to Social Studies, Practice (Step 6) |
| (iii) | using negatives and contractions correctly; | SB: p. 267, Unit 12: Connect to Words TE: p. 38, Unit 2: Connect to Reading, Explore and Learn/Amplify p. 134, Unit 6: Connect to Social Studies, Differentiated Instruction |
| (F) | write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired; and | SB: p. 48, Unit 2: Connect to Writing p. 93, Unit 4: Connect to Writing p. 256, Unit 11: Connect to Writing TE: p. 54, Unit 3: Connect to Language, Amplify p. 129, Unit 6: Connect to Grammar, Communicate |
| (G) | narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired. | SB: p. 184, Unit 8: Connect to Writing p. 280, Unit 12: Connect to Writing TE: p. 280, Unit 12: Connect to Writing, Explore and Learn p. 184, Unit 8: Connect to Writing, Explore and Learn |