



**Vista Higher Learning**  
**Get Ready! Grades 9-12 Student Book**

**correlated to the**

**TX English Language Proficiency Standards (ELPS)**

Standard	Descriptor	Citations
<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	
(i)	use prior knowledge to understand meanings in English	SB: 12, 13, 18, 31, 38, 42, 46, 47, 50, 67, 70, 74, 82, 98, 101, 119, 134, 150, 153, 157, 177, 191, 196, 203, 229, 248, 252, 265–267, 269, 276–277, 286, 288, 290, 298, 305–307, 309–311, 318–321, 342–345, 348–350, 353–354, 356–361, 366, 367, 369, 374–376, 378
(ii)	use prior experiences to understand meanings in English	SB: 12, 13, 38, 42, 46, 47, 50, 67, 70, 74, 101, 119, 134, 150, 152, 153, 157, 177, 196, 203, 229, 248, 252, 265, 266, 267, 269, 276–277, 286, 288, 290, 298, 305–307, 309, 310, 318–321, 342–345, 348–350, 353–354, 356–361, 366, 367, 369, 374–376, 378
I	use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary	
(i)	use strategic learning techniques to acquire basic and grade-level vocabulary	SB: 9, 10, 11, 28, 30–32, 41, 45, 47, 50, 81, 82, 130, 147, 152, 165, 292, 293, 318–321, 342, 344, 351, 352
(D)	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)	
(i)	speak using learning strategies	SB: 7, 9, 10, 11, 43, 79, 115, 151, 189, 210, 227, 265, 267, 303, 312, 320, 321, 341
<p>(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,</p>		

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sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:		
(C)	learn new language structures, expressions, and basic and direction vocabulary heard during classroom instruction and interactions	
(iii)	learn basic vocabulary heard during classroom instruction and interactions	SB: 9, 10, 12, 20, 41, 42, 45–47, 74, 81, 82, 85, 96, 110, 111, 117, 121, 122, 130, 155, 156–157, 196, 229, 242, 272, 306, 308–309, 310, 318, 320–322, 343, 345, 346–347, 351, 356–358, 360, 378
(iv)	learn academic vocabulary heard during classroom instruction and interactions	SB: 28, 41, 42, 45–47, 48–49, 50, 67, 74, 81, 82, 85, 104, 110, 111, 117, 121, 122, 130, 155, 156–157, 159, 192, 235, 325, 340, 343–345, 346–347, 348, 351, 352, 363, 374, 378
(D)	monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed	
(ii)	seek clarification [of spoken language] as needed	SB: 15, 41, 42, 45–47, 48–49, 50, 117, 120–121, 122, 154, 158, 197, 313, 345, 356–360, 369
(E)	use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language	
(iii)	use linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language	SB: 12, 15, 24, 41, 42, 45–47, 48–49, 50, 60, 81, 85, 111, 117, 121, 122, 130, 167, 191, 196, 198, 232–233, 236, 237, 246, 247, 271, 289, 306, 308–309, 310, 312, 318, 320–323, 340, 344, 348, 356–360, 363, 369
(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	
(iii)	demonstrate listening comprehension of increasingly complex spoken English by responding to questions and requests commensurate with content and grade-level needs	SB: 12, 14, 15, 29, 41, 42, 46, 47, 48–49, 60, 81, 82, 84–85, 96, 118, 120–121, 122, 132, 150, 154, 155, 157–159, 167, 170, 188, 191, 192, 195, 196, 199, 208, 209, 226, 230, 234, 264, 268, 272, 274, 275, 284, 306, 310, 322, 343, 344, 346–347, 348, 350, 351, 360, 378
(v)	demonstrate listening comprehension of increasingly complex spoken English by taking notes commensurate with content and grade-level needs	SB: 24, 196, 226, 376
(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		

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	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:	
(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	
(ii)	expand and internalize initial English vocabulary by retelling simple stories and basic information represented or supported by pictures	SB: 14, 15, 18, 23, 25, 28, 33, 42, 45, 47, 60, 67, 82, 83, 87, 97, 114, 117, 127, 129–131, 146, 147, 150, 153, 158, 202, 203, 205, 209, 215, 221, 229, 248, 249, 264, 271, 289, 338, 340, 349, 355, 360, 363
(iii)	expand and internalize initial English vocabulary by learning and using routine language needed for classroom communication	SB: 15, 18, 41, 42, 45–47, 50, 74, 81, 96, 101, 111, 119, 147, 150, 159, 165, 168, 169, 188, 204, 230, 234, 242, 244, 245, 254, 264, 268, 272, 279, 310, 331, 336, 338, 340, 343–345, 355–360, 374, 375, 378
I	speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired	
(iv)	speak using a variety of connecting words with increasing accuracy and ease as more English is acquired	SB: 41, 42, 280, 302, 339, 340, 343, 377
(D)	speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency	
(i)	speak using grade-level content area vocabulary in context to internalize new English words	SB: 25, 39, 41, 42, 45–47, 50, 69, 73, 74, 77, 81, 82, 85, 93, 102, 108, 111, 114, 117–119, 122, 130–133, 144, 146, 147, 149, 150, 153, 154, 165, 167–169, 179, 188, 191, 192, 196, 203, 209, 213, 216, 219, 226, 229, 230, 254, 257, 259, 263, 264, 268, 269, 272, 279, 280, 290, 291, 293, 295, 299, 302, 305, 306, 310, 313, 318, 320, 322, 324–331, 336, 338–340, 343–345, 355–360, 363, 364, 366, 368, 369, 374, 375, 377, 378
(ii)	speak using grade-level content area vocabulary in context to build academic language proficiency	SB: 28, 39, 41, 42, 45–47, 50, 69, 73, 74, 77, 81, 82, 85, 93, 102, 108, 111, 114, 117–119, 122, 130–133, 144, 146, 147, 149, 150, 153, 154, 165, 167–169, 179, 188, 191, 192, 196, 204, 209, 213, 216, 219, 226, 254, 257, 259, 263, 264, 268, 269, 272, 279, 280, 290, 291, 293, 295, 299, 302, 305, 306, 313, 322, 324–331, 336, 338–340, 343–345, 355, 363, 364, 366, 368, 369, 374, 375, 377, 378

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(E)	share information in cooperative learning interactions	
(i)	share information in cooperative learning interactions	SB: 9, 11, 15, 17, 19–21, 25, 38, 41, 42, 45–47, 50, 51, 56, 57, 65, 67–69, 73–75, 81, 82, 91, 93, 94, 96, 101, 102, 104, 108, 110, 111, 113, 117–119, 122, 123, 125, 127–133, 137, 144, 146, 147, 150, 153, 154, 159–161, 165, 167–169, 171, 172, 174–179, 182–185, 187, 188, 191, 192, 196, 198, 199, 203, 204, 212, 213, 215, 217, 221–223, 225, 226, 234, 236, 237, 241, 243–245, 254, 255, 263, 264, 268, 269, 272, 279, 282–284, 288–290, 292, 293, 299, 301, 302, 307, 313, 317, 318, 320, 321, 324, 325, 327, 329–331, 336, 338, 340, 343–345, 351, 355–360, 364, 365, 368, 369, 374, 375, 378
(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	
(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	SB: 9, 15, 24, 46, 47, 81, 82, 85, 91, 93, 108, 118, 122, 128, 154, 158, 167, 171, 178, 179, 181, 184, 196, 222, 223, 243, 272, 281, 282, 318, 321, 322, 343–345, 359, 360, 374–376
(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	SB: 15, 19, 24, 25, 28–31, 39, 41–43, 46, 47, 60–63, 67, 69, 72–74, 77, 81, 82, 85, 91, 93, 108, 111, 113, 114, 118, 119, 122, 128, 130, 131, 133, 140, 143, 144, 147, 149, 150, 153, 154, 157, 165, 167–169, 171, 177–179, 184, 185, 188, 192, 196, 197, 199, 203, 209, 212–217, 222, 223, 226, 234, 235, 241, 243, 249, 250, 252–257, 259, 263, 264, 268, 269, 272, 279–283, 289–292, 306, 310, 311, 313, 318, 320–322, 324–331, 336, 337, 340, 343, 344, 345, 355–360, 363, 364, 368, 369, 374, 375, 377, 378
(H)	narrate, describe, and explain with increasing specificity and detail as more English is acquired	
(iii)	explain with increasing specificity and detail as more English is acquired	SB: 25, 28, 41, 42, 46, 47, 50, 63, 67, 69, 72, 73, 77, 91, 111, 114, 118, 119, 122, 127, 132, 138, 143, 144, 147, 150, 153, 155, 165, 167, 168, 178, 179, 183, 188, 192, 202, 203, 205, 209, 211, 212, 214, 217, 222, 223, 226, 234, 241, 248–250, 252–255, 257, 259,

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		260, 263, 264, 269, 279, 282, 283, 285, 301, 322, 323, 325, 326, 328, 329, 331, 333, 334, 336–338, 340, 343, 345, 355–360, 363, 364, 366, 368, 369, 374, 375, 377, 378
	(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:	
(C)	develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials	
(i)	develop basic sight vocabulary used routinely in written classroom materials	SB: 7, 9, 10, 11, 18, 20, 43, 79, 80, 83, 86, 96, 115, 151, 169, 189–191, 210, 227, 229, 230, 242, 298, 304–305, 307–308, 310, 318, 353–354, 356–360
(ii)	derive meaning of environmental print	SB: 17, 42, 66, 104, 117, 237, 337, 348, 361, 364
(iii)	comprehend English vocabulary used routinely in written classroom materials	SB: 11, 19, 55, 83, 91, 118, 148, 155, 164, 186, 220, 243, 290, 304–305, 307–308, 318–321, 353–354, 356–359
(iv)	comprehend English language structures used routinely in written classroom materials	SB: 11, 55–61, 86, 92–95, 112, 128, 148, 242, 280, 281, 304–305, 318–321, 353–354, 356–359
(D)	use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text	
(i)	use prereading supports to enhance comprehension of written text	SB: 18, 19, 23, 25, 27–33, 35–38, 47, 48–49, 50, 62, 63, 65, 66, 70, 71, 99, 101, 116, 134–136, 138, 158, 164, 173, 174, 180, 181, 191, 197–200, 211, 229, 241, 250, 253, 271, 276–277, 282, 283–284, 291, 298, 306, 307, 308–309, 310, 321, 324, 326, 327, 332–334, 336, 338, 342, 344, 347–349, 353–354, 360, 362, 363, 365, 367, 368, 370–372, 374
(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	
(i)	use visual and contextual support to read grade-appropriate content area text	SB: 11, 13, 14, 18, 19, 28–31, 34, 35, 38, 40, 47–50, 55, 62–64, 70, 72, 83–87, 103, 106, 118, 121, 126, 133, 135, 138, 139, 141, 148, 156–157, 164, 165, 171, 180, 193, 195, 197–199, 200–202, 208,

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		209, 211, 216, 231, 232–233, 235, 239–240, 241, 244, 245, 249, 250, 256–258, 276–277, 294, 298, 304–305, 307, 309, 310, 314–316, 318, 324, 327–336, 348, 349, 353–354, 355–359, 361, 363, 364, 366–368, 370–374, 378
(ii)	use visual and contextual support to enhance and confirm understanding	SB: 11, 13, 14, 18, 19, 23, 28–38, 40, 47–51, 55, 62–64, 67, 70–72, 78, 83–87, 98, 99, 100, 101, 103, 105, 106, 108, 109, 118, 119, 121, 126, 130, 131, 133–139, 141, 142, 144, 148, 156–157, 158, 164, 165, 171, 173–175, 179–183, 191–193, 195, 197–199, 200–202, 205, 206, 209, 211, 216, 231, 232–233, 235, 239–240, 241, 244, 245, 249, 250, 253, 256–258, 276–277, 282, 287, 294, 298, 304–305, 307, 309, 310, 314–316, 318, 324, 327–336, 342, 344, 347–349, 353–354, 355–359, 361, 363–368, 370–374, 378
(iii)	use visual and contextual support to develop vocabulary needed to comprehend increasingly challenging language	SB: 11, 13, 14, 18, 19, 23, 28–38, 40, 47–51, 55, 62–64, 67, 70–72, 78, 83–87, 98, 99, 100, 103, 105, 106, 108, 109, 118, 119, 126, 130, 131, 133–135, 138, 139, 141, 142, 144, 145, 148, 156–157, 158, 164, 165, 171, 174, 179–181, 183, 191–193, 195, 197–199, 200–202, 205, 206, 209, 211, 212, 216, 231, 232–233, 235, 239–240, 241, 244, 245, 249, 250, 253, 255, 256–258, 276–277, 282, 283–284, 287, 288, 294, 297, 298, 304–305, 307, 309, 310, 314–316, 318, 324, 327–336, 342, 344, 347–349, 353–354, 355–359, 361, 363, 364, 366–368, 370–374, 378
(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	
(v)	use visual and contextual support to develop background knowledge needed to comprehend increasingly challenging language	SB: 28–31, 34, 38, 40, 47, 48–49, 50, 63–65, 67, 84–85, 87, 98–100, 101, 103, 106–108, 118, 119, 121, 126, 130, 131, 134, 135, 138, 139, 141, 142, 150, 153, 154, 156–157, 158, 164, 171, 186, 191, 197, 235, 251, 252, 255, 260, 268, 276–277, 285, 298, 304–305, 307, 308–309, 310, 311, 316, 318, 319, 324, 329–336, 340, 342–344, 346–349, 353–354, 356–359, 361–364, 366, 367, 374, 378
(vi)	use support from peers and teachers to read grade-appropriate content area text	SB: 54, 76, 118, 127, 197, 345, 367, 378
(vii)	use support from peers and teachers to enhance	SB: 13, 38, 42, 46, 47, 50, 51, 63, 65, 69, 87, 91, 103, 118, 119, 127,

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	and confirm understanding	130, 133, 137, 144, 156, 165, 191, 197, 203, 296, 327, 329, 345, 357, 358, 367, 375, 378
(viii)	use support from peers and teachers to develop vocabulary needed to comprehend increasingly challenging language	SB: 13, 38, 42, 46, 47, 50, 51, 63, 65, 69, 87, 91, 103, 118, 119, 127, 130, 133, 137, 156, 165, 191, 197, 203, 327, 329, 345, 357, 358, 367, 375, 378
(ix)	use support from peers and teachers to develop grasp of language structures needed to comprehend increasingly challenging language	SB: 50, 58, 59, 82, 85–87, 91–95, 103, 119, 127, 130, 133, 165, 197, 198, 345, 357, 358
(x)	use support from peers and teachers to develop background knowledge needed to comprehend increasingly challenging language	SB: 38, 42, 51, 55, 65, 67, 75, 82, 103, 108, 118, 119, 127, 130, 137, 144, 158, 165, 177, 191, 197, 203, 268, 327, 329, 345, 357–359, 367, 368, 375, 378
(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	
(ii)	demonstrate comprehension of increasingly complex English by retelling or summarizing material commensurate with content area and grade level needs	SB: 55, 69, 76, 78, 85, 90, 97, 107, 114, 119, 122, 123, 127, 133, 137, 150, 154, 155, 164, 165, 167, 171, 173, 184, 188, 192, 196, 202, 205, 209, 211, 214, 215, 217, 221, 226, 238, 239–240, 241, 247, 250, 253, 263, 264, 268, 269, 278, 285, 295, 302, 306, 316, 323, 334, 335, 338, 340, 349, 361, 363, 373, 376–378
(iii)	demonstrate comprehension of increasingly complex English by responding to questions commensurate with content area and grade level needs	SB: 13, 28, 30, 33, 39, 42, 46, 47, 48–49, 50, 62, 63, 65, 67, 69, 71, 72, 75, 78, 82, 83, 85, 86, 91, 99, 106–109, 114, 118, 119, 121, 122, 127, 136, 138–144, 148, 155, 157, 158, 164, 165, 177, 180, 182, 188, 193, 195, 202, 209, 211, 212, 214, 217–221, 226, 230, 231, 232–235, 249–251, 253, 254, 256–261, 264, 268, 269, 273, 276–277, 279, 281–283, 291, 294, 296, 297, 302, 307, 309, 317–319, 328, 329, 331, 334–336, 338, 340, 343–345, 347, 355, 363, 365, 368, 370–373, 376, 378
(iv)	demonstrate comprehension of increasingly complex English by taking notes commensurate with content area and grade level needs	SB: 77, 196, 215, 226, 263, 264, 300, 322, 323, 376
(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		

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	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	
(i)	learn relationships between sounds and letters of the English language to represent sounds when writing in English	SB: 16, 17, 52, 53, 88, 89, 124, 125, 160, 161, 198, 199, 236, 237, 272, 274, 275, 312, 313, 350, 351
(B)	write using newly acquired basic vocabulary and content-based grade-level vocabulary	
(i)	write using newly acquired basic vocabulary	SB: 19, 25, 41, 55, 61, 77, 112, 113, 119, 123, 127, 149, 150, 186, 188, 205, 206, 221, 225, 226, 234, 242–244, 247, 263, 264, 269, 279, 281, 282, 311, 319, 320, 356–359
(ii)	write using content-based grade-level vocabulary	SB: 19, 41, 55, 61, 67, 73, 77, 112, 113, 119, 123, 127, 149, 150, 158, 166, 171, 177, 186, 188, 205, 206, 211, 221, 225, 226, 234, 247, 251, 259–261, 263, 264, 269, 279, 281, 282, 291, 293, 301, 307, 311, 338, 339, 340, 343, 344, 377
(C)	spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired	
(i)	spell familiar English words with increasing accuracy	SB: 41, 55, 77, 112, 113, 147, 150, 186, 225, 263, 272, 301, 307, 313, 318–320, 339, 350, 351, 356–358, 377
(ii)	employ English spelling pattern with increasing accuracy as more English is acquired	SB: 41, 77, 129, 149, 225, 263, 275, 313, 318–320, 339, 350, 351, 356, 357, 377
(iii)	employ English spelling rules with increasing accuracy as more English is acquired	SB: 21, 41, 77, 113, 129, 149, 225, 263, 313, 318–320, 350, 351, 356, 357, 377
(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	
(i)	edit writing for standard grammar and usage, including subject-verb agreement commensurate with grade-level expectations as more English is acquired	SB: 23, 41, 77, 113, 187, 225, 263, 301, 339, 377
(ii)	edit writing for standard grammar and usage, including pronoun agreement, commensurate with grade-level expectations as more English is	SB: 41, 56–58, 61, 77, 187, 225, 263, 301, 339, 377



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	acquired	
(iii)	edit writing for standard grammar and usage, including appropriate verb tenses, commensurate with grade-level expectations as more English is acquired	SB: 41, 113, 167, 187, 225, 263, 301, 339, 377
(E)	employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations such as (i) using correct verbs, tenses, and pronouns/antecedents; (ii) using possessive case (apostrophe -s) correctly; and, (iii) using negatives and contractions correctly	
(i)	employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations	SB: 41, 55, 77, 127–129, 149, 187, 205–208, 225, 242–244, 259, 263, 279, 301, 318–321, 338–340, 377
(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	
(i)	write using a variety of grade-appropriate sentence lengths in increasingly accurate ways as more English is acquired	SB: 41, 55, 77, 112, 123, 127, 149, 187, 188, 207, 225, 226, 263, 280, 301, 338–340, 377
(ii)	write using a variety of grade-appropriate sentence patterns in increasingly accurate ways as more English is acquired	SB: 20, 22, 23, 41, 112, 123, 127, 149, 150, 187, 188, 197, 207, 225, 226, 234, 242–244, 247, 259, 263, 269, 280, 282, 301, 311, 318–321, 338–340, 343, 344, 357–359, 373, 377
(iii)	write using a variety of grade-appropriate connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired	SB: 41, 279, 280, 301, 338, 339, 340, 377
	narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired	
(i)	narrate with increasing specificity and detail to fulfill content area writing needs as more English is acquired	SB: 41, 55, 112, 113, 127, 149, 187, 225, 263, 377
(ii)	describe with increasing specificity and detail to fulfill content area writing needs as more English is acquired	SB: 41, 55, 73, 78, 112, 113, 187, 188, 225, 280, 301, 338, 339, 340, 377

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(iii)	explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired	SB: 41, 55, 77, 123, 150, 188, 225, 259, 280, 338, 339, 377