

Principles of Agricultural Science – Plant Standards for The English Language Arts Alignment Matrix

Key: o = Denotes a correlation in ideas and concepts in both standard and lessons but validation is required to infer direct instruction of standard	Unit 1: Worlds of Opportunity	Unit 2: Mineral Soils	Unit 3: Soilless Systems	Unit 4: Anatomy and Physiology	Unit 5: Taxonomy	Unit 6: The Growing Environment	Unit 7: Sexual Reproduction	Unit 8: Asexual Reproduction	Unit 9: Surviving a Harsh Environment	Unit 10: Crop Production and Marketing
SELA Standard 1: Students read a wide range of print and nonprint texts to build an understanding of texts of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classical and contemporary works.			o				o			
SELA Standard 2: Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g. philosophical, ethical, aesthetic) of human experience.										
SELA Standard 3: Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and other texts, their word identification strategies, and their understanding of textual features (e.g. sound-letter correspondence, sentence structure, context, graphics).					o					
SELA Standard 4: Students adjust their use of spoken, written, and visual language (e.g. conventions, style, vocabulary) to communicate							o			o

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effectively with a variety of audiences and for different purposes.										
SELA Standard 5: Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences and for a variety of purposes.		o			o					o
SELA Standard 6: Students apply knowledge of language structure, language conventions (e.g. spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.										
SELA Standard 7: Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g. print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.		o	o	o		o	o		o	o
SELA Standard 8: Students use a variety of technological and informational resources (e.g. libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.				o	o	o			o	o
SELA Standard 9: Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.					o					
SELA Standard 10: Students whose first language is not English make use of their first language to develop competency in English language arts and to develop understanding of content across social roles.										
SELA Standard 11: Students participate as knowledgeable reflective, creative, and critical members of a variety of literacy communities.										
SELA Standard 12: Students use spoken, written and visual language to accomplish their own purposes (e.g. for learning, enjoyment, persuasion, and the exchange of information).	o	o	o	o	o	o	o	o	o	o

Table 1. Comparison of *Standards for the English Language Arts (SELA)* and Principles of Agricultural Science – Plant™. Source: National Council of Teachers of English (NCTE) and International Reading Association (IRA) *Standards for English Language Arts*.