

**ARIZONA
AIMS HIGH SCHOOL
To
Visions A**

Heinle
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**AIMS HIGH SCHOOL READING & WRITING
TO
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AIMS READING & WRITING 9-12	VISIONS A
<p>Apply reading strategies</p> <ul style="list-style-type: none"> • Identify and extract significant details 	<p>Student Book: Identify significant details, 108, 109–113, 114, 128, 208, 210–217, 218, 328, 340, 343, 364, 366–373, 387, 400</p>
<ul style="list-style-type: none"> • Interpret information from literary and graphic texts 	<p>Student Book: Literary texts, 6, 8, 17, 29, 45, 57, 79, 109, 121, 135, 155, 165, 179, 193, 233, 256, 260, 270, 274, 291, 301, 315, 355, 365, 381, Graphic texts, 148, 205, 314, 328, 341, 346 Atlas, 41 Bar graphs, 13 Charts, 16, 26, 40, 42, 51, 56, 68, 70, 104, 107, 115, 119, 132, 143, 145, 148, 152, 159, 162, 176, 187, 189, 190, 226, 240, 242, 244, 250, 254, 264, 267, 278, 284, 290, 296, 300, 324, 326, 328, 341, 342, 344, 346, 354, 359, 360, 376, 378, 380, 388, 389, 392, 402, 406; Diagrams, 4, 44, 141, 298, 327, 331, 332, 341, 361, 402 Drawings, 392 Graphs, 13, 27 Maps, 3, 41, 43, 55, 77, 93, 107, 119, 133, 175, 191, 241, 280, 292, 346; te:231 Pie charts, 143 Tables, 10, 26, 27, 28 Timelines, 164, 265, 282;</p>
<ul style="list-style-type: none"> • Connect information from the text to prior knowledge 	<p>Student Book: Prior knowledge, 2, 14, 26, 42, 54, 76, 92, 102, 106, 118, 132, 152, 162, 176, 190, 206, 230, 242, 252, 266, 288, 298, 312, 326,</p>

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	352, 362, 378, 390
<ul style="list-style-type: none"> Extract information from a simple graphic 	<p>Student Book: Bar graphs, 13 Charts, 16, 26, 40, 42, 51, 56, 68, 70, 104, 107, 115, 119, 132, 143, 145, 148, 152, 159, 162, 176, 187, 189, 190, 226, 240, 242, 244, 250, 254, 264, 267, 278, 284, 290, 296, 300, 324, 326, 328, 341, 342, 344, 346, 354, 359, 360, 376, 378, 380, 388, 389, 392, 402, 406; Diagrams, 4, 44, 141, 298, 327, 331, 332, 341, 361, 402 Graphs, 13, 27 Maps, 3, 41, 43, 55, 77, 93, 107, 119, 133, 175, 191, 241, 280, 292, 346; Pie charts, 143 Tables, 10, 26, 27, 28 Timelines, 164, 265, 282;</p>
<p>Recognize, analyze, and evaluate literary elements</p> <ul style="list-style-type: none"> Identify literary elements such as theme, character, setting, and point of view in works of fiction that include short stories and poetry 	<p>Student Book: Theme, 50, 129, 149, 189, 202, 387, 409 Character, 6, 8–9, 16, 38, 56, 64, 115, 178, 203, 238, 308, 358, 359; Setting, 16, 55, 56, 67, 68, 300, 309, 311, 361 Point of view, 13, 290, 359, 364</p>
<ul style="list-style-type: none"> Draw conclusions from stated details 	<p>Student book: Draw conclusions, 10, 50, 88, 114, 120, 122–127, 128, 140, 172, 248, 262, 276, 284, 290, 292–293, 322, 374, 400</p>
<ul style="list-style-type: none"> Identify descriptive details of a main character 	<p>Student book: Main character details, 65, 67 Character changes, 67, 354, 358, 359, 361</p>

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	Character conflict, 192, 221, 226, 227, 359, 364, 374; te:170, 372, 373 Character motivation, 103, 186, 203, 354, 359;
Evaluate persuasive techniques	Student Book:
<ul style="list-style-type: none"> • Provide an example of a specified persuasive strategy 	Persuasive techniques, 173, 375, 404–405
<ul style="list-style-type: none"> • Interpret simple graphics for a purpose 	Student Book:
<ul style="list-style-type: none"> • Identify organizational structure 	Student Book: Identify organizational structure, 4, 16, 28, 44, 56, 78, 94, 108, 120, 154, 164, 178, 192, 208, 232, 244, 254, 266, 290, 300, 314, 328, 354, 364, 380, 392;
<ul style="list-style-type: none"> • Describe basic features of a graphic display 	Student Book: Graphic features, 148, 205, 314, 328, 341, 346
Analyze literature for universality of themes	Student Book:
<ul style="list-style-type: none"> • Make connections between the characters and the theme in a literary selection 	Make connections Theme, 50, 129, 149, 189, 202, 387, 409 Character, 6, 8–9, 16, 38, 56, 64, 115, 178, 203, 238, 308, 358, 359;
WRITING	
Conventions Edit writing for spelling, punctuation, grammar and capitalization	Student Book: Editing Checklist, 71, 147, 225, 283, 347, 407

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	<p>Activity Book: Editing checklists, 7, 15, 23, 31, 39, 47, 55, 63, 71, 79, 87, 95, 111, 119, 127, 135, 143, 151, 159, 167, 191, 207, 215 Capitalization, 18, 42, 50, 90, 130, 170, 194, 202 Grammar Focus, 5-6, 13-14, 21-22, 29-30, 37-38, 45-46, 53-54, 61-62, 69-70, 77-78, 85-86, 93-94, 101-102, 109-110, Spell, 2, 10, 26, 106, 114, 146, 162, 180, 210 Spelling, 2, 10, 26, 106, 114, 146, 180, 210</p>
<p>Ideas and Content Writing is clear and focused with main ideas and support</p>	<p>Student Book: Writer’s Workshop 70-71, 146-147, 224-225, 282-283, 346-347, 406-407 Activity Book: Editing checklists, 7, 15, 23, 31, 39, 47, 55, 63, 71, 79, 87, 95, 111, 119, 127, 135, 143, 151, 159, 167, 191, 207, 215</p>
<p>Organization Writing has effective organization and sequencing that fits the topic and is easy to follow</p>	<p>Student Book: Writer’s Workshop 70-71, 146-147, 224-225, 282-283, 346-347, 406-407 Teacher’s Resource Book: Organization, 46, 48, 49, 50, 51, 52, 53, 55 56, 57 59</p>
<p>Sentence Fluency Writing has an easy flow and rhythm. Sentences are make expressive oral reading easy</p>	<p>Student Book: Writer’s Workshop 70-71, 146-147, 224-225, 282-283, 346-347, 406-407 Assessment Program: Holistic Scoring Guide for Writing Assessment, xvi Editor’s Checklist, 119-120</p>

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<p>Voice The writer has chosen a voice appropriate for the topic, purpose, and audience. The writer seems committed to the topic, and there is a sense of “writing to be read.” The writing is expressive, engaging or sincere. The writing is characterized by</p> <ul style="list-style-type: none"> • an appropriate level of closeness to or distance from the audience (e.g., a narrative should have a strong personal voice while an expository piece may require extensive use of outside resources and a more academic voice; nevertheless, both should be engaging, lively or interesting. Technical writing may require greater distance.). • a strong sense of audience; the writer seems to be aware of the reader and of how to communicate the message most effectively. The reader may discern the writer behind the words and feel a sense of interaction. • a sense that the topic has come to life; when appropriate, the writing may show originality, liveliness, honesty, conviction, excitement, humor, or suspense. 	<p>Student Book: Writer’s Workshop 70-71, 146-147, 224-225, 282-283, 346-347, 406-407 Assessment Program: Holistic Scoring Guide for Writing Assessment, xvi Editor’s Checklist, 119-120</p>

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<p>Word Choice Words convey the intended message in an interesting, precise, and natural way appropriate to audience and purpose. The writer employs a broad range of words which have been carefully chosen and thoughtfully placed for impact. The writing is characterized by</p> <ul style="list-style-type: none">• accurate, specific words; word choices energize the writing.• fresh, vivid expression; slang, if used, seems purposeful and is effective.• vocabulary that may be striking and varied, but that is natural and not overdone.• ordinary words used in an unusual way.• words that evoke clear images; figurative language may be used.	<p>Student Book: Writer’s Workshop 70-71, 146-147, 224-225, 282-283, 346-347, 406-407</p>