

**ARIZONA
AIMS HIGH SCHOOL
To
Visions B**

Heinle
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**AIMS HIGH SCHOOL READING & WRITING
TO
Visions B**

AIMS READING & WRITING 9-12	VISIONS B
<p>Apply reading strategies</p> <ul style="list-style-type: none"> • Identify and extract significant details 	<p>Student Book: Identify significant details, 10, 36, 56, 58–67, 68, 136, 137, 168, 170–173, 266, 268–273, 274, 338, 358, 376, 388, 402</p>
<ul style="list-style-type: none"> • Interpret information from literary and graphic texts 	<p>Student Book: Literary texts, 6, 8, 17, 43, 57, 95, 105, 121, 136, 140, 157, 205, 228, 232, 255, 289, 309, 365, 383, Graphic texts, 72, 145, 408, 410 graphs, 216, 302, 410 maps, 28, 29, 41, 81, 93, 103, 119, 133, 167, 170, 179, 191, 203, 215, 239, 269, 279, 287, 290, 301, 351, 354, 410 timelines, 99, 134, 246</p>
<ul style="list-style-type: none"> • Connect information from the text to prior knowledge 	<p>Student Book: Prior knowledge, 2, 14, 28, 40, 54, 80, 92, 102, 118, 132, 154, 166, 178, 190, 202, 224, 238, 252, 264, 286, 302, 316, 328, 350, 362, 380, 392;</p>
<ul style="list-style-type: none"> • Extract information from a simple graphic 	<p>Student Book: Simple graphics, 72, 145, 408, 410 graphs, 216, 302, 410 maps, 28, 29, 41, 81, 93, 103, 119, 133, 167, 170, 179, 191, 203, 215, 239, 269, 279, 287, 290, 301, 351, 354, 410 timelines, 99, 134, 246</p>

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<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, 54 Character, 4, 16, 56, 94, 104, 120, 134, 226, 254, 304, 364 Setting, 16, 94, 115, 120, 204, 352, 364 Point of view, 42, 129, 249, 299, 304, 394</p>
<ul style="list-style-type: none"> • Draw conclusions from stated details 	<p>Student book: Draw conclusions, 50, 68, 98, 114, 120, 122–127, 128, 142, 204, 206–211, 274, 298, 312, 376, 382, 384–387, 388, 402</p>
<ul style="list-style-type: none"> • Identify descriptive details of a main character 	<p>Student book: Characterization, 339 Character changes, 10, 24, 50, 68, 261, 312 Character Conflict, 68, 298, 312, 359 Character Motivation, 69 Character Point of view, 42, 129, 249, 299, 304, 394 Character Relationship, 10, 298, 312, 359 Character Traits, 261</p>
<p>Evaluate persuasive techniques</p> <ul style="list-style-type: none"> • Provide an example of a specified persuasive strategy 	<p>Student book: Persuasive techniques, 382, 391, 406–407</p>
<ul style="list-style-type: none"> • Interpret simple graphics for a purpose 	<p>Student Book: Simple graphics, 72, 85, 87, 145, 165, 170, 175, 408, 410</p>

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<ul style="list-style-type: none"> Identify organizational structure 	<p>Student Book: Identify organizational structure, 4, 16, 30, 42, 56, 82, 94, 104, 120, 134, 146, 168, 180, 192, 204, 226, 240, 254, 266, 288, 304, 318, 330, 352, 364, 382, 394.</p>
<ul style="list-style-type: none"> Describe basic features of a graphic display 	<p>Student Book: Graphic features, 72, 145, 322, 408, 410</p>
<p>Analyze literature for universality of themes</p> <ul style="list-style-type: none"> Make connections between the characters and the theme in a literary selection 	<p>Student Book: Make connections, 42, 129, 249, 299, 304, 394</p> <p>Character, 10, 24, 36, 50, 51, 68, 69, 98, 114, 142, 198, 254, 339, 359</p>
WRITING	
<p>Conventions Edit writing for spelling, punctuation, grammar and capitalization</p>	<p>Student Book: Writer’s Workshop 74-75,148-149, 218-219, 280-281, 344-345,408-409</p> <p>Activity Book: Spelling, Punctuation, Capitalization, 2, 10, 18,26,34, 42, 50, 58, 66, 74, 82, 90, 98, 106, 114, 122, 130, 138, 146, 154, 162, 170, 178, 186, 194, 202, 216</p>

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<p>Ideas and Content Writing is clear and focused with main ideas and support</p>	<p>Student Book: Writer’s Workshop 74-75,148-149, 218-219, 280-281, 344-345,408-409</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 74-75,148-149, 218-219, 280-281, 344-345,408-409</p> <p>Teacher’s Resource Book: Organization, 49, 50, 51, 52, 55, 57, 58, 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 74-75,148-149, 218-219, 280-281, 344-345,408-409</p> <p>Assessment Program: Holistic Scoring Guide for Writing Assessment, xvi Editor’s Checklist, 119-120</p>
<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 	<p>Student Book: Assessment Program: Holistic Scoring Guide for Writing Assessment, xvi Editor’s Checklist, 119-120</p>

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<p>greater distance.).</p> <ul style="list-style-type: none"> • 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>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>