

**ARIZONA  
ELP BEGINNING STANDARDS  
TO  
VISIONS INTRO**

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**ARIZONA ELP BEGINNING PROFICIENCY STANDARDS**  
**Grades 9-12 Beginning**  
**To Visions INTRO**

<b>BEGINNING LISTENING/SPEAKING</b>	<b>VISIONS INTRO</b>
<b>Delivery of Oral Communications</b>	<b>STUDENT BOOK</b>
<b>Standard: The student will express orally his or her own thinking and ideas.</b>	
<ul style="list-style-type: none"> <li>Obtain, provide, and exchange basic but key information to complete many practical, social, or academic tasks.</li> </ul> <b>ELL Listening/Speaking: C:1:PO1 Beginning</b>	<b>Listen, Speak, Interact</b> , 12-13, 14, 24-25, 28-29, 44-45, 48-49, 64-65, 68-69, 85, 98, 105, 119, 131, 139, 153, 165, 173, 189, 199, 207, 221, 223, 241, 255, 277, 291, 305, 315, 329, 343, 353;
<ul style="list-style-type: none"> <li>Contribute to classroom and academic discussions by summarizing/reporting on events; expressing opinions, feelings, and reservations; and drawing inferences with considerable hesitancy because of the need to rephrase and search for words.</li> </ul> <b>ELL Listening/Speaking: C1:PO2 Beginning</b>	<b>Summarize/report/opinion</b> 20, 40, 60, 80, 92, 114-115, 126, 148, 161, 169, 172, 177, 195, 203, 211, 228, 250-251, 262, 286-287, 298, 324-325, 336, 362-363;
<ul style="list-style-type: none"> <li>Use appropriate register for business and friendly transactions.</li> </ul> <b>ELL Listening/Speaking: C1:PO3 Beginning</b>	<b>Identify people</b> 4-5 <b>Greetings and Introductions</b> , 6-7 <b>Giving Compliments and Thanking</b> , 45
<ul style="list-style-type: none"> <li>Prepare and deliver a short oral report in a content area and effectively convey the information with connected discourse.</li> </ul> <b>ELL Listening/Speaking: C1:PO4 Beginning</b>	<b>Listening Speaking Workshops</b> , 110-111, 144-145, 178-179, 212-213, 246-247, 282-283, 320-321, 358-359; <b>Projects</b> , 20, 40, 60, 80, 92, 114-115, 126, 148, 161, 169, 177, 195, 203, 211, 228, 250-251, 262, 286-287, 298, 324-325, 336, 362-363;
<ul style="list-style-type: none"> <li>Give clear multi-step instructions to carry out a familiar process.</li> </ul> <b>ELL Listening/Speaking: C1:PO5 Beginning</b>	<b>Multi-step instructions</b> 40,80, 228, 262
<b>Standard English Conventions</b>	
<b>Standard: The student will identify, describe, and apply conventions of standard English in his or her communications.</b>	
<ul style="list-style-type: none"> <li>Speak with satisfactory control over English grammatical structures and linguistic forms defined in earlier stages of proficiency (ELL I-IV), with some lapses and code-switching into his or her first language.</li> </ul> <b>ELL Listening/Speaking: C2:PO1 Beginning</b>	<b>Grammar Focus</b> , 88-89, 122-123, 156-157, 190-191, 224, 225, 258-259, 294-295, 332-333;

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<b>Comprehension of Oral Communications</b>	
<b>Standard: The student will listen actively to the ideas of others in order to acquire new knowledge.</b>	
<ul style="list-style-type: none"> <li>• Paraphrase main ideas of a range of general interest conversations and academic presentations on familiar topics delivered at a normal rate of speech.</li> </ul> <b>ELL Listening/Speaking: C3:PO1 Beginning</b>	<b>Conversations</b> 12-13, 14, 24-25, 28-29, 44-45, 48-49, 64-65, 68-69, 85, 98, 105, 119, 131, 139, 153, 165, 173, 189, 199, 207, 221, 223, 241, 255, 277, 291, 305, 315, 329, 343, 353; <b>Academic presentations</b> , 110-111, 144-145, 178-179, 212-213, 246-247, 282-283, 320-321, 358-359;
<ul style="list-style-type: none"> <li>• Identify something about the emotional state of the speaker from the tone and intonation of the discourse.</li> </ul> <b>ELL Listening/Speaking: C3:PO2 Beginning</b>	<b>Listen, Speak, Interact- apologizing, interrupting</b> (emotional state of speaker) 329
<b>BEGINNING READING</b>	
<b>Vocabulary</b>	
<b>Standard: The student will acquire English language vocabulary and use it in relevant contexts.</b>	
<ul style="list-style-type: none"> <li>• Acquire and use accurate and limited vocabulary needed to: <ul style="list-style-type: none"> <li>▪ express certainty and doubt;</li> <li>▪ make predictions;</li> <li>▪ express sympathy, empathy, and gratitude;</li> <li>▪ summarize event;</li> <li>▪ report to and inform others about events;</li> <li>▪ draw inferences; and,</li> <li>▪ comprehend content area vocabulary.</li> </ul> </li> </ul> <b>ELL Reading: C1:PO1 Beginning</b> <b>AZ ACADEMIC STANDARD R10:S1:C4:PO2, R10:S1:C6:PO1,3,4</b>	<b>Listen, Speak, Interact</b> , 12-13, 14, 24-25, 28-29, 44-45, 48-49, 64-65, 68-69, 85, 98, 105, 119, 131, 139, 153, 165, 173, 189, 199, 207, 221, 223, 241, 255, 277, 291, 305, 315, 329, 343, 353;
<ul style="list-style-type: none"> <li>• Comprehend sufficient key content and descriptive vocabulary to understand many stories of general popular interest.</li> </ul> <b>ELL R: C1:PO2 Beginning</b> <b>R10:S1:C4:PO2</b>	<b>Reading Comprehension</b> , 98, 106, 132, 140, 166, 174, 200, 208, 234, 242, 268, 278, 306, 316, 344, 353;
<ul style="list-style-type: none"> <li>• <b>Occasionally</b> determine the meaning of vocabulary using common Greek and Latin roots (e.g., <i>post, aqua, tri, bi</i>).</li> </ul>	<b>Suffixes</b> , 334, 345 <b>Prefixes</b> , 296

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<p><b>ELL R:C1:PO3 Beginning</b>  <b>R10:S1:C4:PO1</b></p> <ul style="list-style-type: none"> <li>Determine the various meanings, pronunciation, and syllabication of words by using a dictionary</li> </ul> <p><b>ELL R:C1:PO3 Beginning</b>  <b>R10:S1:C4:PO5, R10:S2:C1:PO2</b></p>	<p><b>Roots, 339</b></p>
<p><b>Comprehending Text</b></p> <p><b>Strand: The student will analyze text for expression, enjoyment, information, and understanding.</b></p>	<p><b>Dictionary, 171, 197, 311</b>  <b>Syllabication, 77, 260</b>  <b>Pronunciation, 197</b></p>
<ul style="list-style-type: none"> <li>Role-play a character from a familiar piece of literature.</li> </ul> <p><b>ELL R:C2:PO1 Beginning</b>  <b>R9:S2:C1:PO1</b></p>	<p><b>Role-play, 182, 320, 363</b></p>
<ul style="list-style-type: none"> <li>Identify literary elements of theme, point of view, setting, plot, and characterization.</li> </ul> <p><b>ELL R:C2:PO2 Beginning</b>  <b>R10:S2:C1:PO1</b></p>	<p><b>Character, setting, plot, 163, 166, 301</b>  <b>Point of view- 111, 145, 179, 213, 247, 283, 321</b></p>
<ul style="list-style-type: none"> <li>Determine the meaning of some figurative language, including similes, personification, and idioms in literary text.</li> </ul> <p><b>ELL R:C2:PO3 Beginning</b>  <b>R10:S2:C1:PO2</b></p>	<p><b>Figurative language, similes 200, 268</b></p>
<ul style="list-style-type: none"> <li>Identify the speaker or narrator in literary text.</li> </ul> <p><b>ELL R:C2:PO4 Beginning</b>  <b>R10:S2:C1:PO1</b></p>	<p><b>Identify narrator(author) of text 197, 200</b></p>
<ul style="list-style-type: none"> <li>Find general information and specific details in authentic, multipurpose texts (e.g., daily newspaper, short stories, popular novels, and sections of textbooks).</li> </ul> <p><b>ELL R:C2:PO5 Beginning</b>  <b>R9:S3:C1:PO2</b></p>	<p><b>Elements of Text, 98, 106, 132, 140, 166, 174, 200, 208, 234, 242,268, 278, 306, 316, 344, 354,</b>  <b>Text Structure, 95, 103, 129, 137, 163, 171, 197, 205, 231, 239, 265, 273, 311, 339, 349;</b></p>
<ul style="list-style-type: none"> <li>Identify the intended effect of persuasive vocabulary (e.g., loaded/emotional words, exaggeration, euphemisms) that the author uses to influence readers' opinions.</li> </ul> <p><b>ELL R:C2:PO6 Beginning</b>  <b>R10:S3:C3:PO2</b></p>	<p><b>Persuasive vocabulary 322</b></p>
<ul style="list-style-type: none"> <li>Follow, explain, and paraphrase instructions of compliance.</li> </ul> <p><b>ELL R:C2:PO7 Beginning</b>  <b>R9:S3:C2:PO3</b></p>	<p><b>Paraphrase instructions, 358</b></p>

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<ul style="list-style-type: none"> <li>• Distinguish fact from opinion in persuasive text, providing some supporting evidence from text.</li> </ul> <p><b>ELL R:C2:PO8 Beginning</b>  <b>R9:S3:C1:PO1</b></p>	<p><b>Distinguish fact from opinion, 232, 283, 240</b></p>
<p><b>BEGINNING WRITING</b></p>	
<p><b>Writing Applications</b></p>	
<p><b>Strand: The student will express in writing his or her own thinking and ideas.</b></p>	
<ul style="list-style-type: none"> <li>• Use the writing process to create essays in various genres up to several paragraphs that are distinguished by: <ul style="list-style-type: none"> <li>▪ topics and ideas that are moderately clear yet broad and simplistic;</li> <li>▪ somewhat recognizable internal structures or organization;</li> <li>▪ a voice that demonstrates some sense of audience although some elements may be unevenly developed;</li> <li>▪ word choices that are limited so at times it is hard to decipher what the writer is trying to say; and,</li> <li>▪ little variation in sentence types (some difficulty with naturalness of phrases and expressions).</li> </ul> </li> </ul> <p><b>ELL Writing:C1:PO1 Beginning</b>  <b>W10:S2:C1:PO1-2, W10:S2:C2:PO1, W10:S2:C3:PO1</b>  <b>W10:S2:C4:PO1, W10:S2:C5:PO1</b></p>	<p><b>Writer’s Workshop, 112-113, 146-147, 180-181, 214-215, 248-249, 284-285, 322-323, 360-361;</b></p>
<p><b>Standard English Conventions</b></p>	
<p><b>Standard: The student will identify, describe, and apply conventions of standard English in his or her communications.</b></p>	
<ul style="list-style-type: none"> <li>• Produce independent writing that demonstrates satisfactory control over basic English conventions defined in earlier stages of proficiency (ELL I-IV).</li> </ul> <p><b>ELL W:C2:PO1 Beginning</b>  <b>W10:S2:C6:PO1-12</b></p>	<p><b>Writing, 91, 100-101, 108-109, 125, 134-135, 142-143, 159, 168-169, 176, 177, 193, 202-203, 210-211, 227, 236-237, 244-245, 261, 270-271, 280-281, 297, 308-309, 318-319, 335, 346-347, 356-357;</b>  <b>Writer’s Workshop, 112-113, 146-147, 180-181, 214-215, 248-249, 284-285, 322-323, 360-361;</b></p>

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<b>Research</b>	
<b>Strand: The student will demonstrate research skills by using a variety of reference materials to complete a variety of writing tasks.</b>	
<ul style="list-style-type: none"><li>• Extract key information and relevant detail from sources and write an outline.</li></ul> <b>ELL W:C3:PO1 Beginning</b> <b>W10:S1:C1:PO2,5</b>	<b>Outline, 284</b>