

**Arizona
ELP Early Advanced Standards 9-12
To
Visions C**

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ARIZONA ELP EARLY ADVANCED PROFICIENCY STANDARDS
Grades 9-12
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EARLY ADVANCED LISTENING/SPEAKING	VISIONS C
Delivery of Oral Communications	STUDENT BOOK
Standard: The student will express orally his or her own thinking and ideas.	
<ul style="list-style-type: none"> Communicate effectively and confidently in most practical, social, and academic settings, including obtaining, exchanging, and presenting feelings, observations, information, feedback, ideas, and opinions. ELL Listening/Speaking: C1:PO1 Early Advanced 	Listen, Speak, Interact 11, 23, 35, 47, 61, 83, 85, 99, 113, 127, 141, 159, 175, 189, 201, 215, 273. 313, 327, 361, 373, 389, 401 Prior Knowledge 2, 14, 26, 28, 30–33, 38, 50, 72, 74, 83, 86, 99, 102, 116, 130, 152, 162, 178, 192, 201, 204, 226, 238, 250, 252, 254–259, 264, 284, 300, 316, 330, 350, 364, 376, 378, 380–387, 392
<ul style="list-style-type: none"> Contribute to classroom and academic discussions by asking/answering questions, giving/ responding to feedback, supporting/refuting opinions, and analyzing points of view with occasional hesitancy because of the need to rephrase and search for words. ELL Listening/Speaking: C1:PO2 Early Advanced 	Listen, Speak, Interact 11, 23, 35, 47, 61, 83, 85, 99, 113, 127, 141, 159, 175, 189, 201, 215, 273. 313, 327, 361, 373, 389, 401
<ul style="list-style-type: none"> Prepare and deliver a speech analyzing a point of view or supporting/refuting an opinion that is organized, suited to the audience, and employs resource materials to clarify and defend positions, using natural and varied vocabulary. ELL Listening/Speaking: C1:PO4 Early Advanced 	Listening/Speaking Workshop , 64-65, 144-145, 218-219, 276-277, 342-343, 404-405 Point of view , 234, 252, 373; te/259, 368, 372
<ul style="list-style-type: none"> Convey the sequence of steps in spoken directions, using clear reference and precise vocabulary. ELL Listening/Speaking: C1:PO5 Early Advanced 	Sequence of steps in process , 34, 164, 194, 266, 272, 276, 312 Follow directions , 129, 146–147
Standard English Conventions	
Standard: The student will identify, describe, and apply conventions of standard English in his or her communications.	
<ul style="list-style-type: none"> Speak with fluency, flexibility, and mastery of a variety of English grammatical structures and linguistic forms outlined in the Advanced Level (and in the earlier stages of proficiency ELL I-IV); some errors occur, although they rarely impede communication. ELL Listening/Speaking: C2:PO1 Early Advanced 	Grammar Focus 12, 22, 36, 48, 62, 84, 100, 114, 128, 142, 160, 176, 190, 202, 216, 274, 314, 328, 362, 374, 390, 402 Listening/Speaking Workshop , 64-65, 144-145, 218-219, 276-277, 342-343, 404-405

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<ul style="list-style-type: none"> Use appropriate rhetorical discourse markers, phrases, and sentences to help the listener follow (e.g., definitions, generalizations, summary). <p>ELL Listening/Speaking: C2:PO2 Early Advanced</p>	<p>Summarize ideas, 65, 66, 148, 249, 276, 278, 280, 299, 346, 403, 406</p>
Comprehension of Oral Communications	
Standard: The student will listen actively to the ideas of others in order to acquire new knowledge.	
<ul style="list-style-type: none"> Compare and contrast central ideas and concepts from multiple general interest conversations and academic presentations on familiar and unfamiliar topics, in a broad variety of contexts, live or recorded, delivered at a normal rate of speech. <p>ELL Listening/Speaking: C3:PO1 Early Advanced</p>	<p>Compare and Contrast- Viewing Workshop 65, 145, 219, 277, 343, 405</p>
<ul style="list-style-type: none"> Interpret the “unspoken” attitudinal nuance, emotional tone, and register of oral discourse, and infer speaker’s bias. <p>ELL Listening/Speaking: C3:PO2 Early Advanced</p>	<p>Tone, 61, 88, 159;</p>
<ul style="list-style-type: none"> Evaluate spoken discourse for appropriateness of purpose with a variety of audiences such as formal, <i>consultative</i>, <i>casual</i>, and intimate. <p>ELL Listening/Speaking: C3:PO3 Early Advanced</p>	<p>Active Listening Checklist 65, 145, 219, 277, 343, 405</p>
EARLY ADVANCED READING	
Vocabulary	
Standard: The student will acquire English language vocabulary and use it in relevant contexts.	
<ul style="list-style-type: none"> Acquire and use accurate, natural, and varied vocabulary needed to: <ul style="list-style-type: none"> give and respond to feedback; support or refute an opinion; analyze a point of view; persuade others; mediate conflicts; and, comprehend content area vocabulary. <p>ELL Reading: C1:PO1 Early Advanced AZ ACADEMIC STANDARD R10:S1:C4:PO2</p>	<p>Build Vocabulary 3, 15, 27, 39, 51, 73, 87, 102, 117, 131, 153, 163, 179, 193, 205, 227, 239, 251, 265, 285, 301, 317, 331, 351, 365, 377, 393</p> <p>Point of view, 234, 252, 373; <i>te/259</i>, 368, 372</p> <p>Persuasive others, 141, 175, 361, 401</p> <p>Across Content Areas 13, 25, 37, 49, 63, 85, 101, 115, 129, 143, 161, 177, 191, 203, 217, 237, 249, 263, 275, 299, 315, 329, 341, 363, 375, 391, 403</p>
<ul style="list-style-type: none"> Comprehend an expanded range of conceptual language, including idioms and colloquial expressions in order to interpret broadcast media 	<p>Viewing Workshop 65, 145, 219, 277, 343, 405</p>

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productions when delivered at a normal rate. ELL R:C1:PO2 Early Advanced R10:S1:C4:PO3	
<ul style="list-style-type: none"> • Often determine the meaning of content area vocabulary using an expanded range of Greek and Latin roots and affixes. ELL R:C1:PO3 Early Advanced R10:S1:C4:PO1 	Greek roots and affixes , 24, 240, 274 Latin roots and affixes , 239, 328, 340, 390, 402
<ul style="list-style-type: none"> • Determine the meanings, pronunciation, syllabication, synonyms, antonyms, parts of speech, and correct spellings by using dictionaries, thesauri, and glossaries. ELL R:C1:PO4 Early Advanced R10:S1:C4:PO5, R10:S2:C1:PO2 	Using dictionaries , 15, 27, 62, 63, 87, 103, 117, 131, 160, 179, 190, 203, 205, 239, 262, 263, 264, 265, 274, 279, 285, 298, 301, 314, 340, 351, 374, 377;
Comprehending Text	
Standard: The student will analyze text for expression, enjoyment, information, and understanding.	
<ul style="list-style-type: none"> • Compare and contrast motivations and reactions of characters in texts. ELL R:C2:PO1 Early Advanced R9:S2:C1:PO4 	Characters in text , 52, 158, 261; te/55 , 58, 171, 389 Conflict , 278–279, 360; Motivation , 215, 327, 329, 378; 307 Traits , 60, 126, 174, 214, 215, 278, 378
<ul style="list-style-type: none"> • Compare and contrast a similar theme or topic across literary genres (e.g., similar theme in a novel and poem). ELL R:C2:PO2 Early Advanced R10:S2:C1:PO3 	Compare and contrast -Viewing Workshop 65, 145, 219, 277, 343, 405
<ul style="list-style-type: none"> • Identify the register and style nuances of various examples of text. ELL R:C2:PO3 Early Advanced R10:S2:C1:PO4 	Style , 159, 214, 260, 297
<ul style="list-style-type: none"> • Describe the author’s use of point of view (e.g., first vs. third, limited vs. omniscient). ELL R:C2:PO4 Early Advanced R10:S2:C1:PO1 	First-person point of view , 234, 252, 332, 373; Third-person point of view , 234, 261;
Standard: The student will analyze text for expression, enjoyment, information, and understanding.	

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<ul style="list-style-type: none"> Use inferences to integrate several specific pieces of information across paragraphs or sections of text. ELL R:C2:PO5 Early Advanced R10:S3:C1:PO7 	Use Inferences , 4, 6–9, 46, 60, 74, 76–81, 82, 83, 99, 126, 234, 246, 260, 286, 288–295, 312, 326, 360, 378, 380–387, 400;
<ul style="list-style-type: none"> Evaluate the facts and other details that support the author's argument regarding a particular idea. ELL R:C2:PO6 Early Advanced R10:S3:C3:PO1-2 	Evaluate facts , 23, 104, 106–111
<ul style="list-style-type: none"> Analyze the effectiveness of functional text to achieve its stated purpose(s). ELL R:C2:PO7 Early Advanced R10:S3:C2:PO3 	Analyze Functional text , 4, 16, 28, 104, 132, 194, 266, 394;
<ul style="list-style-type: none"> Critique the effectiveness and accuracy of the author's evidence and organizational structure in expository and persuasive text. ELL R:C2:PO8 Early Advanced R10:S3:C3:PO3 	Expository text , 4, 16, 28, 104, 132, 194, 266, 394; Persuasive , 363, 406–407 Analyze deductive & inductive organization , 141
<ul style="list-style-type: none"> Compare and contrast the central ideas and concepts from selected readings on a specific topic and explain how authors use elements to achieve their purposes. ELL R:C2:PO9 Early Advanced R10:S3:C1:PO8 	Author's Purpose , 9, 33, 35, 45, 59, 82, 97, 111, 125, 139, 173, 187, 213, 295, 311, 359, 371, 394, 401
EARLY ADVANCED WRITING	
Writing Applications	
Standard: The student will express in writing his or her own thinking and ideas.	
<ul style="list-style-type: none"> Use the writing process to create formal communications and essays (persuasive essay, literary analysis narrative, research document) in various genres that are up to 5 pages that are distinguished by: <ul style="list-style-type: none"> easily identifiable main ideas that are well-supported with varied details; coherent organization in which many transitions are present but formulaic; a sense of audience (a voice that adds interest); language and phrasing that is natural and appropriate for the audience and purpose; and, purposeful and varied sentences that add interest and energy 	Writer's Workshops 66-67, 146-147, 148, 220-221, 222, 278-279, 280, 344-345, 346, 406-407

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<p>ELL Writing:C1:PO1 Early Advanced W10:S2:C1:PO3, W10:S2:C2:PO4, W10:S2:C3:PO5, W10:S2:C4:PO2, W10:S2:C5:PO2</p>	
<p>Standard English Conventions</p>	
<p>Standard: The student will identify, describe, and apply conventions of standard English in his or her communications.</p>	
<p>• Produce independent writing that uses the English conventions outlined in the Advanced Level (and in ELL I-IV) with occasional errors that rarely impede communication. ELL Writing:C2:PO1 Early Advanced W10:S2:C6:PO1-12</p>	<p>Grammar Focus 12, 22, 36, 48, 62, 84, 100, 114, 128, 142, 160, 176, 190, 202, 216, 274, 314, 328, 362, 374, 390, 402</p>
<p>Research</p>	
<p>Standard: The student will demonstrate research skills by using a variety of reference materials to complete a variety of writing tasks.</p>	
<p>• Select and organize relevant data, identify relationships between facts, and develop a logical argument to support conclusions. ELL Writing:C3:PO1 Early Advanced W10:S1:C3:PO3, W10:S2:C1:PO3, W10:S2:C2:PO3, W10:S3:C6:PO1</p>	<p>Take notes, 11, 35, 127, 144, 162, 203, 217, 218, 220, 222, 276, 280, 285, 299, 327, 339, 342, 378, 404, 405, 406 Note cards 222 Summarize (conclusion) 65, 66, 148, 249, 276, 278, 280, 299, 346, 403, 406</p>
	<p>Organize 58, 59, 60 (Teacher’s Resource Book)</p>